Lake Land College - District #51701

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2016

Section 1

Contact Information:

Lisa Madlem

Professional Development and Assessment Facilitator

Phone: 217-234-5088

Email Address: lmadlem@lakelandcollege.edu

Lake Land College Dist. #51701

5001 Lake Land Blvd.

Mattoon, IL 61938

Section 2

Career and Tech Ed Programs

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	13.1501

Degree Type	AAS

Program Titles	Paraprofessional Educator

Action

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

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

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

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

The Paraprofessional Educator program began as an offering to students FY05. Enrollment has declined over the last few years, as many who needed this new qualification have completed the program. It does still provide a need for those new to the field. Numbers tend to fluctuate each year.

AAS.PRPRO Paraprofessional Education-Teacher Aide

2012	2013	2014	2015	2016
1	2	10	5	7

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

Principle Assessment Methods Used in Quality Assurance for this Program

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

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

Lake Land College Weave Online Report

Detailed Assessment Report

2015-2016 Paraprofessional Education-Teacher Aide AAS.PRPRO

As of: 5/16/2016 09:22 AM CENTRAL

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

SLO 1: Foundations of Reading Instruction

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

Related Measures

M 1: Portfolio

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidence (2015-2016) - Target: Met

(Spring 2016) 100% of students (3 of 3) scored at least a 4 on a 5 point scale in evaluation of Cognitive areas measured.

Evidence (2014-2015) - Target: Met

(Spring 2015) No current students enrolled in ECE125 where assignment is embedded.

Evidence (2013-2014) - Target: Met

Spring 2014) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment

Evidence (2012-2013) - Target: Met

(Spring 2013) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.

(Spring 2012) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.

Evidence (2010-2011) - Target: Met

(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5.

(Spring 2008) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5.

(Spring 2009) No Field Experience students

(Spring 2010) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5.

(Spring 2011) 100% of graduates received a 4 or above in their Field Experience Portfolio under Cognitive, #4 and #5.

USE OF RESULTS: Each outcome will be evaluated individually to determine effectiveness and validity to meet the criteria outlined. If results do not sufficiently meet the assessment criteria, targeted program changes and enhancements will be made to address program weaknesses and to facilitate continuous quality program improvements and instruction.

SLO 2: Commitment to Professionalism
Demonstrate a commitment to the teaching profession through reflection of classroom and field experiences.
Related Measures
M 2: Portfolio
Students will reflect on their classroom and field experiences in a journal which is included in their Field Experience portfolio under the criteria of Program Management and Professionalism. Portfolios will be evaluated using a rubric. Evaluations will reveal a mean of 4 on a 5 point scale.
Source of Evidence: Academic direct measure of learning - other
Target:
Under the areas of Program Management and Professionalism, using a rubric, evaluations will reveal a mean of 4 on a 5 point scale.
Evidence (2015-2016) - Target: Met
(Spring 2016) 100% of students following using the rubric for evaluation under program management and professionalism scored a 4 out of 5 or above.
Evidence (2014-2015) - Target: Met
(Spring 2015) No paraprofessional students enrolled in course with Portfolio assignment.
Evidence (2013-2014) - Target: Met
Spring 2014) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment
Evidence (2012-2013) - Target: Met
(Spring 2013) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.
(Spring 2012) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.
Evidence (2010-2011) - Target: Met
(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under Program Management and Professionalism.
(Spring 2008) 67% of (2 or 3) graduates received a 4 or above in their Field Experience Portfolio under Program Management and Professionalism.
(Spring 2009) No Field Experience Students USE OF RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed.
(Spring 2010) Only one Paraprofessional major in Field Experience, student received a 4 and had numerous opportunities to work with diverse populations.
(Spring 2011) Three Paraprofessional majors in Field Experience, 100% of students received a 4 and had numerous opportunities to work with diverse populations.

SLO 3: Diverse Populations
Graduates will work successfully with diverse populations.
Related Measures
M 3: Portfolio
Students will include in their Field Experience Portfolio under the criteria of Learning Environment and Families, artifacts addressing cultural, ethnic, and disability-related variations in educational methods. Evaluations of these artifacts will be conducted using a rubric. 80% of evaluations will reveal a mean of 4 on a 5 point scale.
Source of Evidence: Academic direct measure of learning - other
Target:
Evaluations of Portfolio assignment under the areas of Learning Environments and Families reveal artifacts collected using a rubric. 80% of evaluations will reveal a mean of 4 on a 5 point scale.
Evidence (2015-2016) - Target: Met

(Spring 2016) 100% of students under Learning Environments and Families scored at least a 4 out of 5 using rubric.
Evidence (2014-2015) - Target: Met
(Spring 2015) No paraprofessional students enrolled in course with Portfolio Assignment.
Evidence (2013-2014) - Target: Met
(Spring 2014) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment
Evidence (2012-2013) - Target: Met
(Spring 2013) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.
(Spring 2012) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.
Evidence (2010-2011) - Target: Met
(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under Learning Environment and Families.
(Spring 2008) 100% of graduates received a 4 or above in their Field Experience Portfolio under Learning Environment and Families.
(Spring 2009) No Paraprofessional majors in Field Experience
(Spring 2010) One Field Experience student. Student received a 4 under Learning Environment and Families.
(Spring 2011) Three of Three Field Experience students. All students received a 4 under Learning Environment and Families.

USE OF RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed.

SLO 4: Basis Mathematical Principles
Demonstrate a basic understanding of effective ways to teach basic algebra and geometry principles.
Related Measures
M 4: Portfolio
Students will include in their Field Experience Portfolio under the criteria of Cognitive, #3, artifacts addressing the effective use of algebra and geometry principles in teaching. Evaluations of these artifacts will be conducted using a rubric. Evaluations will reveal a mean of 4 on a 5 point scale.
Source of Evidence: Academic direct measure of learning - other
Target:
Evaluations will reveal a mean of 4 on a 5 point scale in Field Experience Portfolio, Cognitive Area #3.
Evidence (2015-2016) - Target: Met
(Spring 2016) 100% of evaluations revealed a 4 out of 5 or above in cognitive Area #3.
Evidence (2014-2015) - Target: Met
(Spring 2015) No paraprofessional students enrolled in Field Experience.
Evidence (2013-2014) - Target: Met
(Spring 2014) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment
Evidence (2012-2013) - Target: Met
(Spring 2013) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.

(Spring 2012) No Paraprofessional students enrolled in ECE125, the course that contains the Portfolio assignment.
Evidence (2010-2011) - Target: <ins>Met</ins>
(Spring 2007) 100% of graduates received a 4 or above in their Field Experience Portfolio under the Cognitive, #3.
(Spring 2008) 100% of graduates received a 4 or above in their Field Experience Portfolio under the Cognitive, #3.
(Spring 2009) No Field Experience students
(Spring 2010) One Field Experience student, student received a 5 under Cognitive #4 and #5.
(Spring 2011) Three Field Experience students, all students received a 4 or above under Cognitive #4 and #5.

USE OF RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed.

SLO 5: Employment
Graduates with a Paraprofessional Education Degree will successfully obtain employment in the field.
<ins>Related Measures</ins>
M 5: Exit Interviews
75% of the graduates will be successfully employed in the educational field. Program Coordinator will poll graduates immediately prior to graduation or make individual contact of graduates 6 months following graduation. Employers will complete an Occupational Follow Up survey that will reveal satisfaction with employee.
Source of Evidence: Academic direct measure of learning - other
Target:
Student will be gainfully employed and employer will be satisfied with performance.
Evidence (2015-2016) - Target: <ins>Met</ins>
(Spring 2016) Of the three graduating, two are planning to continue education toward a Bachelor Degree. The remaining student is actively pursuing a job search. All three students received positive remarks on performance during their student teaching experiences.
Evidence (2014-2015) - Target: <ins>Met</ins>
(Spring 2015) No paraprofessional students completing/graduating this spring.
Evidence (2013-2014) - Target: <ins>Met</ins>
(Spring 2014) No Paraprofessional students enrolled/current graduate.
Evidence (2012-2013) - Target: <ins>Met</ins>
(Spring 2013) No Paraprofessional students enrolled/current graduate.
(Spring 2012) No Paraprofessional students enrolled/current graduate.
Evidence (2010-2011) - Target: <ins>Not Reported This Cycle</ins>
(Spring 2007) Based on contact of graduates, 100% of graduates are successfully employed in the education field.
(Spring 2008) 100% of graduates are employed with one graduate employed as a substitute and also continuing education toward 4 year degree.
(Spring 2009) No Paraprofessional Graduates
(Spring 2010) One graduate who is not employed nor looking for employment

Based on contact of graduates, 1 of 3 are currently employed in the education field. 1 student is continuing education and the last student is employed outside the field. USE OF

RESULTS: Maintain use of rubric, evaluate annually and update criteria as needed.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	19.0707

Degree Type	AAS

Program Titles	Child & Family Services

Action

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

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

The Child & Family Services continues to meet its objectives as the program is to provide students who are interested in a career working with children and/or the family sector with the appropriate academic background and practical experience needed to successfully gain employment in a variety of job opportunities associated with the specific background.

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

The Child & Family Services program began as an offering to students FY03. Enrollment has seen a slight decrease over the last five years. This trend is consistent with other programs at the college.

AAS.CFS – Child & Family Services

2012	2013	2014	2015	2016
20	16	13	20	12

The program makes use of an advisory board comprised of individuals employed in the field.

Lake Land College - District #51701

Principle Assessment Methods Used in Quality Assurance for this Program

☒ **Standardized assessments**
☐ **Certification and licensure examination results**
☐ **Writing samples**
☐ **Portfolio evaluation**
☐ **Course embedded questions**
☐ **Study surveys**
☐ **Analysis of enrollment, demographic, and cost data**
☐ **Other, please specify:** *See attached assessment report*

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

Lake Land College Weave Online Report

Detailed Assessment Report

2015-2016 Child & Family Services AAS.CFS

As of: 5/16/2016 09:26 AM CENTRAL

Goals
G 1: Program Goal

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

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

SLO 1: Early Childhood Practice

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

Related Measures

M 1: Internship Evaluation

On site supervisors will rate students' performance as satisfactory or above on their Field Experience ECE 125 evaluation regarding criteria # 4 and 9.

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidence (2015-2016) - Target: Met

(Spring 2016) 100% of students (2 of 2) received a satisfactory or above on their evaluation in criteria #4 and #9.

Evidence (2014-2015) - Target: Met

(Spring 2015) One student enrolled completing ECE125 scored 100% on her evaluation on criteria #4 & #9.

Evidence (2013-2014) - Target: Met

(Spring 2014) One student completing student teaching practicum scored 100% on criteria #4 & #9 of their internship evaluation.

Evidence (2012-2013) - Target: Met

(Spring 2012) 2 students (100%) received satisfactory or above on their evaluation in criteria #4 and #9.

Evidence (2010-2011) - Target: Met

(Spring 2008) 5 students (100%) completed ECE 125, and were rated satisfactory or above regarding their performance on criteria # 4 and 9.

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

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

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

SLO 2: Working DCFS Knowledge

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

Related Measures

M 2: Comprehensive

95% of students will score 75% or above on the ECE 087 comprehensive final students that is based on DCFS Rules and Regulations for Day Care Centers.
Source of Evidence: Academic direct measure of learning - other
Target:
95% of students will score 75% or above on the ECE 087 comprehensive final
Evidence (2015-2016) - Target: Met
(Spring 2016) 100% of students (2 of 2) scored 75% or above on their ECE087 comprehensive final.
Evidence (2014-2015) - Target: Met
(Spring 2015) 100% (1 of 1) students scored above a 75% on the comprehensive final.
Evidence (2013-2014) - Target: Met
(Spring 2014) One Child & Family Service major enrolled in ECE087 scored an 89% on their comprehensive final.
Evidence (2012-2013) - Target: Met
(Spring 2012) 100% of students in Child & Family Services scored 75% or above on the ECE087 comprehensive final.
Evidence (2010-2011) - Target: Met
(Spring 2008) 100% of students who took ECE087 comprehensive final scored 75% or above.
(Spring 2009) 100% of students who took ECE087 comprehensive final scored 75% or above.
(Spring 2010) 100% of students who took ECE087 comprehensive final scored 75% or above.
(Spring 2011) 100% of students who took ECE087 comprehensive final scored 75% or above.
SLO 3: Health/Safety Practices
Demonstrate and apply appropriate health and safety needs for young children as well as handle minor accident and emergency situations.
Related Measures
M 3: Academic Direct
100% of students enrolled in ECE 125 will have American Red Cross First Aid and CPR certification.
Source of Evidence: Academic direct measure of learning - other
Target:
Proof of First Aid and CPR Certification
Evidence (2015-2016) - Target: Met
(Spring 2016) 100% of students (2 of 2) verified through certification card proof of first aid/CPR certification.
Evidence (2014-2015) - Target: Met
(Spring 2015) 100% (1 of 1) student verified First Aid and CPR Certification.
Evidence (2013-2014) - Target: Met
(Spring 2014) 100% of students have documented in their professional Portfolio proof of First Aid and CPR certification.
Evidence (2012-2013) - Target: Met
(Spring 2012) 100% of students have on file, First Aid/CPR Certification
Evidence (2010-2011) - Target: Met
(Spring 2009) 100% of students have on file verification of American Red Cross First Aid and CPR.
(Spring 2010) 100% of students have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.
(Spring 2011) 100% of students have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.
SLO 4: CDA 13 Functional Areas
Demonstrate competency in the National Association for the Education of Young Children CDA (Child Development Associate) thirteen functional areas.
Related Measures
M 4: Portfolio
Program instructor will evaluate Field Experience notebook/project consisting of CDA 13 functional areas based on content and validity using a checklist. 95% of students will score 75% or above.

Source of Evidence: Academic direct measure of learning - other
Target:
95% of students will score 75% or above on ECE125 Notebook/portfolio assignment.
Evidence (2015-2016) - Target: Met
(Spring 2016) 100% (2 of 2) students scored above 75% on their ECE125 portfolio assignment.
Evidence (2014-2015) - Target: Met
(Spring 2015) Student enrolled scored above a 75% on ECE125 Notebook/Portfolio Assignment.
Evidence (2013-2014) - Target: Met
(Spring 2014) One CFS student enrolled and did score a 75% on ECE125 Portfolio Assignment.
Evidence (2012-2013) - Target: Met
(Spring 2012) 100% of students scored 75% or above on ECE125 notebook/portfolio assignment.
Evidence (2010-2011) - Target: Met
(Spring 2009) 5 of 5 students (100%) completed Field Experience notebook/project and scored 75% or above.
(Spring 2010) 5 of 5 students (100%) completed Field Experience notebook/project and scored 75% or above.
(Spring 2011) 1 of 1 student (100%) completed Field Experience notebook/project and scored 75% or above.

SLO 5: Employer Satisfaction
Employers will be satisfied with the training graduates received at Lake Land College. In addition to the following learner competencies, this program also fulfills the learner competencies as listed under the General Education program.
Related Measures
M 5: Employer Survey
A follow-up survey to employers of graduates will be conducted each fall concerning employment status of previous spring graduates.
Source of Evidence: Academic direct measure of learning - other
Target:
Results of Employer Survey will reveal 100% are satisfied and score graduates with satisfactory or above satisfactory marks.
Evidence (2015-2016) - Target: Met
(Spring 2016) Based on ECE125 student evaluation and face-to-face conversation with cooperating supervisors, 100% (2 of 2) students scored satisfactory or above marks.
Evidence (2014-2015) - Target: Met
(Spring 2015) Based on employers contacted, 100% are satisfied and scored graduates with satisfactory or above satisfactory marks. Current student completing program has been offered employment following completion of her student teaching/graduation this spring.
Evidence (2013-2014) - Target: Met
(Spring 2014) Based on face-to-face discussion with employer, satisfaction was received when using the employer survey.
Evidence (2012-2013) - Target: Met
(Spring 2012) Both students enrolled (2) received satisfactory or above from employer survey (100%).
Evidence (2010-2011) - Target: Not Reported This Cycle
(Spring 2008) No information available as 2 of 2 graduates of spring 2007 are currently not employed due to continuing their education. No information available at this time due to graduate not employed.
(Spring 2009) contact with employer of 2008 graduates indicates satisfaction with employee rating above average in phone contact.
(Spring 2010) contact with employer of 2009 graduates indicates satisfaction with employee rating above average in phone contact

SLO 6: Employment Detail

Graduates seeking employment in the field will be gainfully employed.
Related Measures
M 6: Exit Interviews
Phone or mailed survey contacts regarding employment status in the chosen career field will be made.
Source of Evidence: Academic direct measure of learning - other
Target:
Student will become gainfully employed in career field.
Evidence (2015-2016) - Target: Met
(Spring 2016) Two students completed field experience, one has a semester of course work remaining before graduation while the other is being encouraged to apply for employment through cooperating supervisor.
Evidence (2014-2015) - Target: Met
(Spring 2015) One student enrolled in student teaching and has been offered employment upon completion/graduation in spring.
Evidence (2013-2014) - Target: Met
(Spring 2014) One student enrolled and was offered employment in the career field following her ECE125 completion.
Evidence (2012-2013) - Target: Met
(Spring 2012) 100% of graduates are currently employed in a Child & Family Service Career Field.
Evidence (2010-2011) - Target: Not Reported This Cycle
(Spring 2008) Contacts regarding employment status reveal 2 of 2 graduates of spring 2007 are currently continuing their education toward a 4 year degree in the Child & Family Services field.
(Spring 2009) Contacts regarding employment status reveal 2 0f 3 graduates of spring 2008 are currently continuing their education while 1 is working and continuing their education in the field of Child & Family Services.
(Spring 2010) Contacts regarding employment status reveal 0 0f 1 graduate of spring 2009 is currently unemployed and not seeking employment.

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	13.1210

Degree Type	AAS

Program Titles	Early Childhood Care and Education

Action

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

Improvements & Rationale for Action

The Early Childhood Care and Education program continues to update changes as they occur in the career field while meeting its objectives. It is a comprehensive program designed to provide a balance of knowledge along with the hands-on skills needed to prepare graduates for the career workforce.

Enrollment continues to decline. This is a statewide trend with lack of funding believed to be a major cause of the decline. The program continues to meet the need of a number of students attending the college.

AAS.ECE - Early Childhood Care and Education

2012	2013	2014	2015	2016
80	61	45	40	39

Principle Assessment Methods Used in Quality Assurance for this Program

☒ **Standardized assessments**
☐ **Certification and licensure examination results**
☐ **Writing samples**
☒ **Portfolio evaluation**
☒ **Course embedded questions**
☐ **Study surveys**
☐ **Analysis of enrollment, demographic, and cost data**
☒ **Other, please specify:** *See attached assessment report*

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 development in disciplines or modifications to university transfer policies.

Strengths and Weaknesses of the Program:

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Early Childhood Care and Education AAS.ECE
As of: 5/16/2016 09:31 AM CENTRAL

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

Related Measures
M 1: Internship Evaluation
On site supervisors will rate students' performance as satisfactory (80%) or above on their Field Experience 125 evaluation regarding developmentally appropriate practice in planning and managing day to day routines.
Source of Evidence: Academic direct measure of learning - other

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

Evidence (2015-2016) - Target: Met
(Spring 2016) 87% of students 13 of 15 received above an 80% of managing day to day routines in early childhood.

Evidence (2014-2015) - Target: Met
(Spring 2015) 100% 14 of 14) of student enrolled received 80% or above on DAP in planning and managing day to day routines.

Evidence (2013-2014) - Target: Met
(Spring 2014) 95% of students received an 80% or above on Field Experience evaluation regarding DAP in planning and managing day to day routines.

Evidence (2012-2013) - Target: Met
(Spring 2012) 96% of students received 80% or above on Field Experience evaluation regarding DAP in planning and managing day to day routines.

Evidence (2010-2011) - Target: Met
(Spring 2008) 71% (15 of 21) students enrolled in ECE 125 were rated as satisfactory (80%) or above on all areas of the final on-site field evaluation.
(Spring 2009) 97% (31 of 32) students enrolled in ECE125 were rated as satisfactory (80%) or above on all areas of the final on-site field evaluation.
(Spring 2010) 90% (23 of 25) students enrolled in ECE 125 were rated as satisfactory (80%) or above on all areas of the final on-site evaluation.
(Spring 2011) 81% (18 of 22) students enrolled in ECE 125 were rated as satisfactory (80%) or above on all areas of the final on-site evaluation.

USE OF RESULTS: As a result of (Spring 2008) assessment results, the current rating scale will be revised to give evaluative criteria a scale of 1-5 instead of using an N, S, S+. This will allow for a more accurate summary of skills.

Write individual performance improvement plans as needed and extend field experience to allow for student to show improvement. (Evaluation given at

mid-term will be used as an indicator of achievement potential and as a tool for individual performance standards needing improvement).

SLO 2: Working DCFS Knowledge
Demonstrate appropriate working knowledge of Illinois Department of Children and Family Services Rules and Regulations for Child Care Centers.
Related Measures
M 2: Standard Test
95% of students will score 75% or above on the ECE087 comprehensive final students that is based on DCFS Rules and Regulations for Day Care Centers..
Source of Evidence: Academic direct measure of learning - other
Target:
A score of 75% or above on ECE087 Comprehensive Final
Evidence (2015-2016) - Target: Met
(Spring 2016) 100% of students scored a 75% on their comprehensive final. This semester students were provided a study guide and a study group which proved to be helpful in preparing for the final exam.
Evidence (2014-2015) - Target: Met
(Spring 2015) 100% of students enrolled received 75% or above on their comprehensive final.
Evidence (2013-2014) - Target: Met
(Spring 2014) 92% scored 75% or above on their ECE087 Comprehensive Final.
Evidence (2012-2013) - Target: Met
(Spring 2012) 97% of students scored 75% or above on the ECE087 Comprehensive Final.
Evidence (2010-2011) - Target: Met
(Spring 2008) (35 of 37) 95% of students enrolled in ECE 087
(Spring 2009) scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. One student scored above 75% on their re-take exam. (20 of 21) 95% of students enrolled in ECE087 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. The two students scored above 75% on their re-take exam. (34 of 37) 92% of students enrolled in ECE087 Spring 2009 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. All three students scored above 75% on their re-take exam. One student failed the course due to one missed exam and missed assignments.
(Spring 2010) (37 of 38) 97% of students enrolled in ECE 087 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. One student scored below 75% and neglected to complete the course.
(Spring 2011) (31 of 37) 84% of students enrolled in ECE 087 scored 75% or higher on the comprehensive final based on DCFS Rules and Regulations for Day Care Centers. Five students re-took the exam and scored 75% or above when averaging both finals together. One student neglected to complete the course.
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USE OF RESULTS: study guide will be handed out to assist students in preparing for the comprehensive final.
A) Students will re-take the ECE087, DCFS rules and regulations,
comprehensive final until a score of 75% or higher is obtained.

Results indicate 100% students pass when taking course face to face, whereas the three students who failed the comprehensive final were in an online setting. More emphasis will be taken in communicating with students regarding using the study guide and the importance of the final.

SLO 3: Health/Safety Practices
Demonstrate and apply appropriate health and safety needs for young children as well as handle minor accident and emergency situations.
Related Measures
M 3: Academic Direct
100% of students enrolled in ECE125 will have American Red Cross First Aid and CPR certification.
Source of Evidence: Academic direct measure of learning - other
Target:
Proof of First Aid and CPR Certification
Evidence (2015-2016) - Target: Met
(Spring 2016) 93% of students (13 of 14) provided verification of first aid/CPR certification through submitting a copy in their professional portfolio. The remaining student did not show proof but is employed in a position where it is required.
Evidence (2014-2015) - Target: Met
(Spring 2015) 100% (14 of 14) enrolled in ECE125 showed verification in their Portfolio of First Aid and CPR Certification.
Evidence (2013-2014) - Target: Met
(Spring 2014) 100% of students have proof of First Aid and CPR as documented in their ECE125 professional Portfolio.
Evidence (2012-2013) - Target: Met
(Spring 2012) 100% of students have on file proof of First Aid/CPR Certification.
Evidence (2010-2011) - Target: Met
(Spring 2008) 100% of students enrolled in ECE125 have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.
(Spring 2009) 100% of students have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.
(Spring 2010) 100% of students enrolled in ECE125 have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.
(Spring 2011) 100% of students enrolled in ECE125 have on file with the Program Coordinator certification verification of American Red Cross First Aid and CPR.

USE OF RESULTS: Maintain students' files.

SLO 4: CDA 13 Functional Areas
Demonstrate competency in the National Association for the Education of Young Children CDA (Child Development Associate) thirteen functional areas.
Related Measures
M 4: Portfolio
Program instructor will evaluate Field Experience notebook/project consisting of CDA 13 functional areas based on content and validity using a checklist. 95% of students will score 75% or above.
Source of Evidence: Academic direct measure of learning - other
Target:
95% of students will score 75% or above on ECE125 Notebook/Portfolio assignment.
Evidence (2015-2016) - Target: Met
(Spring 2016) 79% scored a 75% or above. Two of the remaining left several assignments blank or incomplete. The remaining student submitted an incomplete portfolio overall.
Evidence (2014-2015) - Target: Met
(Spring 2015) 95% of students enrolled scored a 75% or above on their Portfolio Assignment.

Evidence (2013-2014) - Target: <u>Met</u>
(Spring 2014) 95% of students scored 75% or above on their Notebook Portfolio Assignment.
Evidence (2012-2013) - Target: <u>Met</u>
(Spring 2012) 100% of students scored 75% or above on their ECE125 Notebook/Portfolio assignment.
Evidence (2010-2011) - Target: <u>Not Met</u>
(Spring 2009) 95% (20 of 21) of students scored 75% or above on their ECE 125 notebook/project using the checklist based on content and validity. The one student scoring below 75% turned in their notebook late which caused the grade to fall below the 75%. (Spring 2010) 95% (28 of 29) of students scored 75% or above on their ECE125 notebook/ project using the checklist based on content and validity.
(Spring 2011) 85% (23 of 27) of students scored 75% or above on their ECE 125 notebook/project using the checklist based on content and validity. Of the four students scoring below 75%, two had incomplete sections and two failed the course due to incomplete assignments.

USE OF RESULTS: A mid-term checklist will be implemented to evaluate progress.
SLO 5: Facility Management
Demonstrate and apply knowledge and skills needed to design, renovate, or manage a child care facility.
<u>Related Measures</u>
M 5: Project
Students will successfully design and complete a classroom layout project that meets DCFS requirements for Day Care Facilities based on a checklist evaluation and score 75% or above.
Source of Evidence: Academic direct measure of learning - other
Target:
Score 75% or above on their Classroom Layout following DCFS regulation guidelines.
Evidence (2015-2016) - Target: <u>Met</u>
(Spring 2016) 100% of students scored a 75% or above on their classroom floor plan following DCFS guidelines.
Evidence (2014-2015) - Target: <u>Met</u>
(Spring 2015) 93% (27 of 29) of students enrolled scored a 75% or above on their Classroom Layout Assignment. The remaining students did not submit the assignment.
Evidence (2013-2014) - Target: <u>Met</u>
(Spring 2014) 94% of students scored 75% or above on their classroom layout while following DCFS regulation guidelines.
Evidence (2012-2013) - Target: <u>Met</u>
(Spring 2012) 32 of 34 students 94% scored 75% or above on their Classroom Layout following DCFS regulation guidelines. The other two students received an individual evaluation explaining areas of improvement.
Evidence (2011-2012) - Target: <u>Not Reported This Cycle</u>
To Follow
Evidence (2010-2011) - Target: <u>Met</u>
(Spring 2009) 100% of students enrolled in ECE087 received a 75% or above on their classroom layout design according to DCFS rules and regulations criteria.
(Spring 2010) 100% of students enrolled in ECE087 received a 75% or above on their classroom layout design according to DCFS rules and regulations.
(Spring 2010) 92% (35 of 38) of students enrolled in ECE087 received a 75% or above on their classroom layout design according to DCFS rules and regulations criteria. Of the remaining three students, one did not complete the specific assignment and the other two did not complete the course and therefore failed.
(Spring 2011) 89% (24 out of 27) scored 75% or above on their Classroom Layout model following DCFS regulations.

USE OF RESULTS: Maintain project and update DCFS standard changes as needed.

SLO 6: Employment Detail
Graduates seeking employment in the field will be gainfully employed.
Related Measures
M 6: Exit Interviews
Contacts will be made with recent graduates regarding employment status in the Early Childhood field.
Source of Evidence: Academic direct measure of learning - other
Target:
Student will become gainfully employed in career field.
Evidence (2015-2016) - Target: Met
(Spring 2016) Out of 14 students completing their ECE125 Field Experience practicum, 8 students are gainfully employed in the career field, 4 are currently seeking employment following graduation, 1 is continuing their education and the other student is not currently looking for employment.
Evidence (2014-2015) - Target: Met
(Spring 2015) 86% (12 of 14) Completing ECE125 Field Experience this semester have already been offered employment in their career field.
Evidence (2013-2014) - Target: Met
(Spring 2014) Out of 19 students following field experience, 10 are gainfully employed, 2 have chosen to continue their education and 7 are submitting their credentials for employment.
Evidence (2012-2013) - Target: Met
(Spring 2012) Out of 21 graduates, 12 are currently employed in the career field, 5 are still attending school and the remaining are currently looking for something in the career field while employed at an alternative work place.
Evidence (2010-2011) - Target: Not Reported This Cycle
(Spring 2008) Of the 27graduates, 19 were currently employed in the field. Of the remainder, 4 are continuing their education, 1 is employed outside the field while 3 are unemployed. Of the twenty-five graduates of 2007, 14 were currently employed in the early childhood field. Of the remainder, 4 are continuing their education, 2 are currently unemployed, and five did not respond to contact being made.
(Spring 2009) Of the 17 graduates, 13 were currently employed in the field. Of the remainder, 3 are continuing their education in ECE and 1 is currently seeking employment.
(Spring 2010) Of the 23 graduates, 15 were currently employed in the field. Of the remainder, 3 are continuing their education in ECE and 1 is currently seeking employment, 2 are employed outside the field (due to benefits), and 2 have relocated out of state.

USE OF RESULTS: Update Early Childhood Facility directory of potential employees for current and past graduates to utilize as a resource.

SLO 7: Employer Satisfaction
Employers will be satisfied with the training graduates received at Lake Land College. In addition to the following learner competencies, this program also fulfills the learner competencies as listed under the General Education program.
Related Measures
M 7: Employer Survey

A follow-up survey to employers of recent graduates will be conducted following results student exit interviews.
Source of Evidence: Academic direct measure of learning - other
Target:
100% of employers will score students average or above in the employer survey.
Evidence (2015-2016) - Target: Met
(Spring 2016) During site visits, face-to-face conversations took place whereby 100% of employers scored students average or above. Several commented on the overall program and the preparedness level that students bring into their student teaching experience.
Evidence (2014-2015) - Target: Met
(Spring 2015) Based on face-to-face discussions during site visits, 100% of employers place students at average or above in their knowledge and skills when completing ECE125 Field Experience.
Evidence (2013-2014) - Target: Met
(Spring 2014) Based on face-to-face discussions with 5 placement sites, employers are please and scored students above average based on employer survey. Information shared included better preparation than students completing practicum at a University level.
Evidence (2012-2013) - Target: Met
(Spring 2012) Of the six employers contacted, 100% of the employers scored students average or above in the employer survey.
Evidence (2010-2011) - Target: Not Reported This Cycle

(Spring 2008) Phone survey contacts were made to eight sights to employers of graduates. 100% of employers of past graduates are satisfied with the training received and rated past graduates (current employees) as average or above average.
(Spring 2009) Phone survey contacts were made to ten sights, 100% of employers of past graduates rated employees as average or above average.
(Spring 2010) Phone survey contacts were made to six sights, 100% of employers of past graduates rated employees as average or above average.

USE OF RESULTS: based on survey results, address comments and concerns and adapt curriculum areas as needed.

Details of Action Plans for This Cycle (by Established cycle, then alpha)
Project
(Spring 2011) 89% (24 out of 27) scored 75% or above on their Classroom Layout model following DCFS regulations.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	440000

Degree Type	AAS

Program Titles	Human Services

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 Human Services Program continues to be strong, but like many of our programs, has seen a slight decrease in numbers since our last report. Our Lay Advisory Committee continues to be very active and provides needed expertise to our program and continue to make suggestions for improvement.

The Human Services Program now offers 7 of concentration for students to choose from (Psychology, Sociology, Criminal Justice, Health, Education, Business and Dietetics). The addition of Business and Dietetics is new since the last report.   The field experience component of the program continues to stand out. The assessment tool used to evaluate students in their field internships continues to be updated and revised as needed.

AAS.HSP

2012	2013	2014	2015	2016
68	79	98	77	67

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, development in disciplines or modifications to university transfer policies.

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Human Services AAS.HSP.SOC
As of: 5/16/2016 09:36 AM CENTRAL

Goals
G 1: Associate in Applied Science - Human Services
Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Evidences, and Action Plans
SLO 1: Graduate employment
Graduates seeking employment in the field will be gainfully employed.
April 2011
At the annual Lay Advisory meeting earlier this year, the group discussed the state of the economy and the current job market.
We are seeing a decline in jobs in all areas, including the Human Services field. The sad fact being that we still have a need for services, but limited financial resources to provide them.
More and more of our graduates are deciding to transfer to a 4 year institution to complete at least their Bachelor's degree with the hope of a better chance of employment.

Related Measures
M 1: Graduates continued education and employment
Faculty will review the Occupational follow-up survey results compiled by the office of Career Planning and Placement annually. Human Services faculty will implement a post graduate follow-up survey annually in the fall semester. April 2009 57% surveys completed from graduates (fa07, sp08, and su08). All completed surveys indicated that coursework from Human Services major has prepared them for employment. Human Services faculty and staff will revise survey to better meet program needs.

April 2011
At the annual Lay Advisory meeting earlier this year, the group discussed the state of the economy and the current job market.
We are seeing a decline in jobs in all areas, including the Human Services field. The sad fact being that we still have a need for services, but limited financial resources to provide them.
More and more of our graduates are deciding to transfer to a 4 year institution to complete at least their Bachelor's degree with the hope of a better chance of employment.
Source of Evidence: Academic direct measure of learning - other
Target:
Monitoring for continuous improvement and data collection
Evidence (2010-2011) - Target: Not Met
Summary of Occupational Follow-up Study in 2006 (with a 38% response rate, 10 out of 26 surveys were returned) revealed that 8 of the students responding were employed in Human Services. 80% of the survey responders were employed. One was not seeking work. The Human Service program post-graduate follow-up survey (response rate of 57%, 13 of 23 surveys distributed were returned) conducted in fall 2006 revealed that 85% of the graduates were employed. The response rate for both surveys increased in FY 2006 as compared with FY 2005. No Human Services students completed the Occupational follow-up survey for 2007. 4 out of 13 graduates completed and returned the Human Services post graduate follow-up survey (31%) for 2007. 50% (2) were employed full time one in the Human Services field the other in a unrelated field. 25% (1) was employed in the Human Services field on a part-time basis. The other student who responded to the survey was not employed at this time.

April 2011:
Have developed a new course HSP103 - Foundations of Human Services to be taught as a core course for the Human Services program. This course will be more general and less specific capturing a broader view of the field of Human Services.

SLO 2: Health and Safety
Practice appropriate health and safety knowledge and skills in the workplace (internship sites).
Related Measures
M 2: Internship Evaluation
Human Services faculty and work site supervisor will monitor student skills, evaluate, and provide feedback to students following each 150 hour field experience (students are required to complete 2-150 hour internships). All students will receive a rating of "meets expectations" or above on the Field Experience Site Visit Evaluation in the area of health/safety skills. Modification of criteria to 75% of students will receive a rating of "exceeds expectations" in fall 2007. April 2009 Student evaluations revised to provide more accurate feedback to students. Will establish a baseline for objective measures. April 2012: New evaluation form being used for students in both Field Experience I and II. Source of Evidence: Field work, internship, or teaching evaluation
Target:
Monitoring and evaluating for health and safety in the work place.
Evidence (2015-2016) - Target: Partially Met
For 2015-2016: All students completing internships during this reporting period earned an average rating or above in areas of health and safety of the work place on their internship evaluations.
Evidence (2013-2014) - Target: Partially Met
April 2014: All students completing internships during this reporting time received high ratings for health and safety issues in the work place.
Evidence (2011-2012) - Target: Partially Met
April 2012: All students completing Field Experiences in the fall 2011(both Field I and II) had positive characteristics marked in areas for health and safety pertaining to personal appearance, attendance and punctuality and ethical/legal practices. Will continue to monitor.
Evidence (2010-2011) - Target: Not Met
100% of students received a rating of "meets expectations" or above on the field experience site visit evaluation in the professional health and safety competencies areas in Fall 2006. The range of rating choices are: Exceeds, meets and below expectations. 42% of students received a rating of "exceeds expectations" in fall 2007 in the area of health and safety.
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
health and safety
Established in Cycle: 2011-2012
April 2012: New evaluation tool being used to evaluate students completing field experiences. Want to continue to monitor, evalu...
Health and safety
Established in Cycle: 2015-2016
For 2015-2016: All students are encouraged to follow all safety and health practices at their internship sites. Students are mad...
M 7: Graduates employed
Encourage graduates to complete Occupational Follow-up survey. Obtain results from Institutional Research and ISS departments on a yearly basis to determine the number of students who are employed in the field and/or who have continued on to further their education.

April 2015: Beginning Spring 2015 semester, the human services program will be collecting data on students when completing their internships in regards to employment. Data collected will be in

regards to the number of students who are offered employment from their internship site as well as the number of students who are already employed in the human services field at the time of their internships (usually using their employment site as their internship site). We will also be documenting the specific employment site and/or the type of service the agency provides.
Source of Evidence: Field work, internship, or teaching evaluation
Target:
Obtain and evaluate results of the annual Occupational Follow-up survey.
SLO 3: Work with diverse populations
Work successfully with culturally, ethnically, and disability-related diverse populations.
Related Measures
M 3: Diverse populations
All students will receive a score of 75% or above on the HSP 120 final examination on special populations, ethnic and culturally diverse persons and service considerations. April 2009 80% of students enrolled in HSP120 (online & on campus) will receive a score of 80% or better on the final examination covering special populations, ethnic and culturally diverse persons and service considerations (sp09, su09, & fa09).
March 2012: Beginning Fall 2011, HSP 120 is now only taught online and only in the spring and fall semesters. Beginning Fall 2011, HSP 120 (Introduction to Social Work) was replaced as a core course for the Human Services Program with HSP 103 (Foundations of Human Services).
Source of Evidence: Standardized test of subject matter knowledge
Target:
Monitoring the percentage of students who earn a test score of 75% or higher on the final exam
Evidence (2014-2015) - Target: Partially Met
April 2015: For spring and fall semesters 2014, 51 students completed the Introduction to Social Work class. Of those completing the class, 73% earned a score of at least 37 out of 50 (or 75%) for the final exam covering chapter topics dealing with diverse populations. This class is taught in the online environment. The majority of students who earned a lower score were ones who did not participate is the weekly discussions for these chapters.
Evidence (2011-2012) - Target: Partially Met
March 2012: For spring (online and face to face class) and fall (online only) a total of 57 students completed this course. The face to face spring 2011 class had 95% of the students completing the class earn at least a 75% on test 3 (final test). Online for spring and fall semester, 74% of the students completing the class earned at least a 75% on the final test. Overall, 46/57 students taking HSP 120 for spring and fall semesters 2011 earned at least a 75% on Test 3 (final test).
Evidence (2010-2011) - Target: Not Met
100% of the students enrolled in HSP 120 (22 students) scored 75% or higher on the final examination of special populations in the Fall semester 2006. 90% of the students enrolled in HSP 120 (25 students) scored 75% or higher on the final examination in the fall semester 2006. 100% of students in HSP120 scored a 75% or above on the final examination fall 2007.

April 2011:
For spring, summer and fall semesters 2010, 100% of on-campus and 83% of online students received a 75% or above score on the final test. For those online students receiving below a 75%, a majority of those students used very little time in completing the test. Students are given two hours to complete the test online. The final exam for on-campus students is also a two hour limit.

April 2011:
For spring, summer and fall semesters 2010, 100% of on-campus and 83% of online students received a 75% or above score on the final test. For those online students receiving below a 75%, a majority of those students used very little time in completing the test. Students are given two hours to complete the test online. The final exam for on-campus students is also a two hour limit.
Related Action Plans (by Established cycle, then alpha):

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

Diverse Populations

Established in Cycle: 2011-2012

March 2012: Will stress to online students the importance of reading the questions carefully and to take all the time needed (...

Diverse Populations

Established in Cycle: 2014-2015

April 2015: Will strongly encourage students to participate in weekly discussions based on the chapters covering diverse populat...

SLO 4: Communication

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

Related Measures

M 4: Communication

All students will compile a cumulative professional portfolio during Field Experience II and receive a rating of 75% competency or above. All students will give one oral presentation to the classroom in Field Experience II and satisfy the oral competency rubric at rating of 75% or above. All students in the Field Seminar I class will be in attendance for the Career Services class activities for resume building and interviewing. April 2009 Field I class (sp08, su08, & fa08) averaged approximately 95% attendance rate at the career services activities Field II classes (sp08, su08, & fa08) averaged approximately 87% participation rate for career services hiring committee activities and approximately 100% participation rate in the education/career development activity. Portfolio activities are critiqued by peers.

April 2011:

We are including individual goal areas for students to work towards for each internship completed. Students are being asked what they hope to learn from each experience and goals areas are based on these learning expectations. It is our hope that by having individual goal areas, that students will be more focused and have a better understanding of what to expect and what to work towards at their field sites.

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidence (2014-2015) - Target: Partially Met

April 2015: All students completing internship seminar classes I and II for the 2014 academic completed requirements for the career services activities. Not all students were in attendance on the day of the activity, but those who missed class, made arrangements (and completed) the task of having a one on one meeting with career services discussing the topic areas covered. Students expressed positive feedback in regards to the activities and information learned. At the end of students internships, they will have developed skills and knowledge for creating their resume and cover letter and will have put together a professional portfolio representing their professional (and academic) accomplishments.

Evidence (2012-2013) - Target: Partially Met

April 2013: For spring, summer, and fall 2012 semesters students in field seminar I and II classes who completed assignments on time did so earning full credit for each assignment. Students also earned at least meet expectations on evaluations for each area listed from their site supervisors.

Evidence (2010-2011) - Target: Not Met

During the fall semester, 2006: 91% of the students received a rating of 75% or above on the cumulative professional portfolio assignment. 100% of the students received a rating of 75% or above on the oral presentation competency rubric. For 2007 during fall 2007, 91% of students in field seminar II (10 out of 11 students) received a rating of 75% or above on the cumulative professional

portfolio activity 5. 100% of students received a rating of 75% or above on the oral presentation competency rubric.

For 2010:
Continued to revise student assessment form to best meet the needs of our students.
SLO 5: Employer training satisfaction
Employers of human services program graduates will be satisfied with the training received by their employees.
Related Measures
M 5: Graduates and student performance
Lay Advisory Committee members will discuss concerns of employers at annual meeting and 100% will express satisfaction regarding Human Services graduates' work performance. 100% of the Human Services Field Experience worksite supervisors will complete the Field Experience evaluations for their students in placement, with an average rating of "meets expectations" or above. April 2009 Will monitor outcomes of current evaluation form and revise as needed to obtain accurate assessment results.

April 2010:
All students (spring, summer, and fall 2009) presenting an oral presentation in class did so with at least a 75% rating on the presentation. Will increase the rating to at least an 80%.
Source of Evidence: Student satisfaction survey at end of the program
Target:
Gather and evaluate data in regards to graduates employment and/or continuing education.
Evidence (2013-2014) - Target: Partially Met
April 2014: Lay Advisory members and field site supervisors continue to state an overall positive rating of human services students and/or graduates in the field. Site evaluations of students continue to show positive ratings and graduates in the field are reported as doing well, coming into the field educated and trained to be effective workers.
Evidence (2010-2011) - Target: Not Met
100% of the Human Services Lay Advisory Committee members expressed satisfaction regarding Human Services graduates at the annual meeting in February 2007. 100% of the Human Services Field Experience worksite supervisors rated the students placed at their worksite with average ratings of "meets expectations " or above in Fall semester 2006. 100% of the employers responding to the Career Services Employer Follow-up survey in 2006 indicated that the graduates/employees has total mean ratings above "2" on the scale for all areas measured. For fall 2007 Career Services reports that they no longer send out the Employer Follow-up Survey. 87% of the Field Experience Site Supervisors rated students at "meets expectations" or above in all competency areas.
SLO 6: Ethics and legal standards
Conduct practice within all ethical frameworks and legal standards of human services.
Related Measures
M 6: Student internship evaluation
Faculty and work site supervisor will monitor, evaluate, and provide feedback to student at regular intervals during 300 hours of field experience. 100% of Human Service graduates will complete 300 hours of field experience with evaluation ratings of "meets expectations" or above in the areas of commitment, professional behavior, dependability, and attitude. We will maintain assessment criteria at 75% of students will receive a rating of "exceeds expectations" in fall 2007. April 2009 Student evaluation form revised (fa08). Current assessment open ended responses and questions to evaluate criteria. Will monitor evaluation results to determine measures for objective.

April 2010:
Lay Advisory members state that graduates of program are very prepared for working in the field. Students also report that transfer to a 4 year institution is smooth.

Source of Evidence: Field work, internship, or teaching evaluation
Target:
Evaluating students following proper ethical and legal practices at their internship site.
Evidence (2015-2016) - Target: Partially Met
For 2015-2016: All students completing internships during this reporting period did so receiving an average rating or above in regards to proper ethical and legal practices.
Evidence (2012-2013) - Target: Partially Met
April 2013: For spring, summer, and fall 2012 semesters, all students completing their internships (I and II) did so earning good marks on their evaluations (earning at least meets expectations) on all areas including areas dealing with proper ethical and legal practices while at their field sites.
Evidence (2010-2011) - Target: Not Met
100% of the field experience site supervisors rated the students at a "meets expectations" or above rating in ethical and legal practice areas in the fall of 2006. Criteria was not met for fall 2007. 58% of students completing field experiences "exceeded expectations".

April 2010:
Continue to evaluate and revise assessment tool.

April 2011:
Continue to evaluate and revise assessment tool and internship contract. Adding individual goals for students to have more clarity as to what to expect and what will learn at their internship site.
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
Internship ethical and legal practices
Established in Cycle: 2015-2016
For 2015-2016: All site supervisors and students are encouraged to contact the Internship Supervisor or myself if concerns or pr...
SLO 7: Graduates Employed
Graduates seeking employment in the field will be gainfully employed.
Details of Action Plans for This Cycle (by Established cycle, then alpha)
Diverse Populations
March 2012: Will stress to online students the importance of reading the questions carefully and to take all the time needed (2 hour time frame for taking tests) to do well on the test.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Diverse populations | **Outcome/Objective:** Work with diverse populations

Health and safety
April 2012: New evaluation tool being used to evaluate students completing field experiences. Want to continue to monitor, evaluate. Will make changes to evaluation tool as needed and deemed necessary.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Internship Evaluation | **Outcome/Objective:** Health and Safety

Objective 4

2013: Will encourage students to complete all assignments as assigned and to do so on time. Changes and updates have been made to the evaluation form used for student internship evaluations. Questions asked of site supervisors are open ended ensuring a more individualistic assessment of the students' internship experience.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Objective 6

2013: Will continue to stress the importance of good work behavior in the field of human services. Human Services workers are looked as role models to clients served. Will also stress importance of knowing agency and field regulations.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Diverse Populations

April 2015: Will strongly encourage students to participate in weekly discussions based on the chapters covering diverse populations. Will also encourage students to complete the study guide questions given for the final exam.
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Diverse populations | **Outcome/Objective:** Work with diverse populations

Health and safety

For 2015-2016: All students are encouraged to follow all safety and health practices at their internship sites. Students are made aware of all safety and health practices at their internship during their orientation of the field site. Students are encouraged to follow all health and safety practices for themselves, the clients, and co-workers. Health and safety practices are also discussed during the Foundations of Human Services class taken prior to completing internships.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Internship Evaluation | **Outcome/Objective:** Health and Safety

Internship ethical and legal practices

For 2015-2016: All site supervisors and students are encouraged to contact the Internship Supervisor or myself if concerns or problems arise. Students also have the Seminar class time to talk about any problems or concerns related to their internship. Ethical and legal practices are also discussed during the Foundations of Human Services class taken by students before completing internships. Will continue to provide all these opportunities to ensure a positive field experience.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Student internship evaluation | **Outcome/Objective:** Ethics and legal standards

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	470604

Degree Type	03 - AAS

Program Titles	Automotive Technology

Action

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

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

The Outcomes Assessment Plan for the Automotive Technology program indicates that all of the Student Learning Outcomes have been met in the past year. This is an improvement over the last three years.

Enrollment in the Automotive Technology program is increasing and job placement is very good based upon recent graduating classes. Graduates of this program have great success procuring employment in this field at auto dealers, auto parts stores, auto mechanic shops and self-employment in the automotive repair business. The technology associated with the automotive repair industry is changing very rapidly with hybrid and GPS technology. Technicians are required to have a significant, ongoing training to keep current with technology.

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

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

The National Automotive Technicians Education Foundation (NATEF) provides the college with the minimum ASE skills standards acceptable for a graduate of the

automotive programs. These standards are continuously reviewed and updated by NATEF. Our Automotive programs are being evaluated for reaccreditation next year.

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

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

The diagnostic software is updated on a regular basis and the lab equipment is fairly current. The lab space will be remodeled this summer as part of a building renovation project. New classroom space will be added to help with the increased enrollment numbers.

Principle Assessment Methods Used in Quality Assurance for this Program

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

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

The lack of a State of Illinois budget coupled with Illinois' inability to match Federal Perkins funds may hamper the ability to procure updates in equipment and computer diagnostic programs.

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Automotive Technology AAS.AUTO
As of: 5/16/2016 09:38 AM CENTRAL

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 of the Automotive Technology Program will be technically proficient.

Related Measures

M 1: Program Outcome Method 1
SOE employer evaluation using a question rating the students' technical skills.
Source of Evidence: Academic direct measure of learning - other

Target:
SOE employers will give an average score of "3" (Good) or better in a question rating the students' technical skills. The scale is 1 (poor) to 4 (excellent)

Evidence (2015-2016) - Target: Met
SOE employers gave an average score of 3.39 for the rating of the students Technical Skills application.

Evidence (2014-2015) - Target: Met
Average score of 3.0 was attained by the students

Evidence (2013-2014) - Target: Not Met
SOE students average a 2.7 score on skills and knowledge application

Evidence (2012-2013) - Target: Met
SOE Class averaged 3.55 on the Technical Skills application question

Evidence (2011-2012) - Target: Not Met
2.89

Evidence (2010-2011) - Target: Met
3.0

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Skills and knowledge evaluation
Established in Cycle: 2011-2012
Looking into different text books that the students can understand better.

Technical skills
Established in Cycle: 2012-2013
We will continue to monitor the industry for their needs in the workers we provide.

Hands on work
Established in Cycle: 2013-2014
Will look for more up to date vehicles for the students to work on.

Update task
Established in Cycle: 2014-2015
The required task list is being updated and our classes will continue to evolve with them

Monitor
Established in Cycle: 2015-2016
Continue to monitor the employer's satisfaction

SLO 2: Program Outcome 2

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

Related Measures

M 2: Program Outcome Method 2

The SOE employers evaluation using a question rating the students overall knowledge of the automotive service industry.

Source of Evidence: Academic direct measure of learning - other

Target:

The SOE employers will give an average score of "3" (Good) or better in a question rating the students overall knowledge of the automotive service industry, the scale is 1 to 4.

Evidence (2015-2016) - Target: Met

The SOE employers gave an average score of 3.62 to the students for their overall knowledge of the automotive service industry

Evidence (2014-2015) - Target: Met

Students averaged a score of 3

Evidence (2013-2014) - Target: Not Met

SOE students averaged a score of 2.7 on "overall knowledge of automotive service industry"

Evidence (2012-2013) - Target: Met

Overall knowledge of Automotive Service average score of 3.14

Evidence (2011-2012) - Target: Not Met

2.71

Evidence (2010-2011) - Target: Not Met

2.9

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

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

Evaluate achievement target.

Established in Cycle: 2010-2011

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

Overall knowledge evaluation

Established in Cycle: 2011-2012

Find different text books that the students can understand better

Field trips

Established in Cycle: 2013-2014

Will try to get more field trips worked into the program

Update

Established in Cycle: 2014-2015

As vehicles change the classes will continue to change to keep up with the industry

Monitor

Established in Cycle: 2015-2016

Continue to monitor

SLO 3: Program Outcome 3

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

Related Measures

M 3: Program Outcome Method 3

Evaluation by employer during SOE using a question evaluating their verbal and written communication skills.

Source of Evidence: Academic direct measure of learning - other

Target:

Evaluation by employer during SOE shall rate the students an average of "3" (Good) or better in a question evaluating their verbal and written communication skills.
Evidence (2015-2016) - Target: Met
SOE employers rated the students at 3.69 on their oral and written communication skills
Evidence (2014-2015) - Target: Met
Students averaged 3.1
Evidence (2013-2014) - Target: Not Met
SOE students averaged a 2.8 score on "Communication - oral & written"
Evidence (2012-2013) - Target: Met
Communication Skills average score of 3.33
Evidence (2011-2012) - Target: Met
3.22
Evidence (2010-2011) - Target: Not Met
2.8
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
Improve Communication Skills
Established in Cycle: 2010-2011
Additional assignments will be developed to improve communication skills related to automotive repair.
Communication
Established in Cycle: 2013-2014
Customer service sections in multiple classes should be covered more as time allows.
Monitor
Established in Cycle: 2014-2015
We will continue to work with the English dept. to make sure the automotive students get the instruction that benefits them th...
Celebrate
Established in Cycle: 2015-2016
Congratulate the students
SLO 4: Program Outcome 4
Apply mathematical skills in algebra and geometry using analytical problem solving methods.
Related Measures
M 4: Program Outcome Method 4
Students shall correctly answer an OHMS law question embedded in the Electrical 1 final.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students shall correctly answer an OHMS law question embedded in the Electrical 1 final.
Evidence (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2014-2015) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2013-2014) - Target: Not Reported This Cycle
Not data available
Evidence (2012-2013) - Target: Not Met
OHMS Law --- 74% answered correctly
Evidence (2011-2012) - Target: Not Met
73% of students answered question correctly
Evidence (2010-2011) - Target: Met
81% answered correctly
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Examples
Established in Cycle: 2011-2012
More or newer/different real world examples of using OHMS law will be discussed in class
Ohms Law understanding
Established in Cycle: 2012-2013
Ohms Law will be given more time in Intro to Auto class to try and reinforce this knowledge also covered in Electrical 1 class
Memo
Established in Cycle: 2013-2014
Instructors will be sent a memo reminding them to report the results from this final exam question
SLO 5: Program Outcome 5
Apply logical and concise problem solving techniques to technical problems.
Related Measures
M 5: Program Outcome Method 5
Students will correctly answer a Drivability question imbedded in the ASE engine performance test.
Source of Evidence: Academic direct measure of learning - other
Target:
75% of the students will correctly answer a Drivability question imbedded in the ASE engine performance test.
Evidence (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2014-2015) - Target: Met
82% answered correctly
Evidence (2013-2014) - Target: Met
83% of the ASE test prep students correctly answered the drivability question.
Evidence (2012-2013) - Target: Met
Drivability understanding question in ASE. 78% answered correctly
Evidence (2011-2012) - Target: Not Met
72% answered correct
Evidence (2010-2011) - Target: Not Met
70%
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
Adjust Time
Established in Cycle: 2010-2011
The Engine Performance class will spend more time analyzing ASE questions related to drivability.
Engine performance diagnosis performance
Established in Cycle: 2011-2012
A new engine performance lab manual would be helpful
Monitor
Established in Cycle: 2013-2014
Drivability will continue to be a key part of the classes. This uses the critical thinking skills of the students.
Drivability lesson plans
Established in Cycle: 2014-2015
We will continue to look for real world drivability lessons to teach
SLO 6: Program Outcome 6
Use of modern diagnostic equipment to repair automotive systems consisting of mechanical, electrical, hydraulic and pneumatic systems.
Related Measures
M 6: Program Outcome Method 6
Students shall be able to retrieve OBD2 trouble codes.

Source of Evidence: Academic direct measure of learning - other
Target:
80% of students will perform NATEF task 8-B-1
Evidence (2015-2016) - Target: Met
84% of students performed 8B1
Evidence (2014-2015) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2013-2014) - Target: Met
85% of the Engine Performance 3 students were able to retrieve OBD2 codes from a vehicle without assistance.
Evidence (2012-2013) - Target: Met
81.25% completed NATEF 8-B-2
Evidence (2011-2012) - Target: Not Met
60% completed
Evidence (2010-2011) - Target: Met
95%
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
NATEF Task 8.B.2 completion
Established in Cycle: 2011-2012
90% target is becoming unrealistic with the number of students that quit coming to class but have not dropped the class yet. Tar...
Scan tools
Established in Cycle: 2013-2014
As scan tools are changing rapidly we will keep informed as to what scan tools we need to have for the students and try to work ...
Monitor
Established in Cycle: 2015-2016
Continue monitoring
SLO 7: Program Outcome 7
Describe the laws and regulations concerning the handling and storage of hazardous materials used in the automotive repair field.
Related Measures
M 7: Program Outcome Method 7
The "Intro to Auto" Technology class shall acquire certification with SP2.org.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the Intro to Auto Technology class shall acquire certification with SP2.org by passing the Mechanical Pollution Prevention final exam.
Evidence (2015-2016) - Target: Met
80% of the Intro to Auto students passed the Mechanical Pollution Prevention final exam
Evidence (2014-2015) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2013-2014) - Target: Not Met
51% passed
Evidence (2012-2013) - Target: Not Met
68.02% passed has-mat training
Evidence (2011-2012) - Target: Met
The Intro to Auto classes averaged a 94% pass rate
Evidence (2010-2011) - Target: Met
90%
Related Action Plans (by Established cycle, then alpha):

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

Has-Mat training
Established in Cycle: 2012-2013
Inactive students will be removed from SP2 student list

sp2.org purge
Established in Cycle: 2013-2014
There were a number of students that were entered into the sp2.org system and dropped the class. This caused the results to be ...

Monitor
Established in Cycle: 2015-2016
Continue to monitor

SLO 8: Program Outcome 8
Graduation students will have a good understanding of what it takes to be ASE (Automotive Service Excellence) certified.

Related Measures

M 8: Program Outcome Method 8
Students will be able to pass an ASE style certification exam.
Source of Evidence: Academic direct measure of learning - other

Target:
100% of the students that take the "ASE student certification exams" will pass at least one of the 9 test available to them.

Evidence (2015-2016) - Target: Met
100% of the students that were able to take the ASE Student Certification exams passed at least 1 of the test.

Evidence (2014-2015) - Target: Met
100% of the students that took the ASE student certification exams passed at least 1 test. In fact 9 out of 11 students passes all 9 test.

Evidence (2013-2014) - Target: Met
100% of the students passed at least one test.

Evidence (2012-2013) - Target: Met
100% of students passed at least one ASE student certification exam

Evidence (2011-2012) - Target: Met
Students averaged 88.2% on the ASE style exam.

Evidence (2010-2011) - Target: Met
61%

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

ASE student certification
Established in Cycle: 2013-2014
We have added a fee to the introduction to auto class that will allow us to pay for each students testing fee. This year we onl...

Monitor
Established in Cycle: 2014-2015
As the ASE exams continue to evolve we will continue to adjust the courses.

Recognize students
Established in Cycle: 2015-2016
Have a recognition ceremony.

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

Adjust Time
The Engine Performance class will spend more time analyzing ASE questions related to drivability.
Established in Cycle: 2010-2011
Implementation Status: Planned

Priority: High
Relationships (Measure | Outcome/Objective):

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

Evaluate achievement target.

This achievement target is rather lofty. We will evaluate the target after reporting the findings next academic year.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Improve Communication Skills

Additional assignments will be developed to improve communication skills related to automotive repair.
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Engine performance diagnosis performance

A new engine performance lab manual would be helpful

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Low
Relationships (Measure | Outcome/Objective):

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

Implementation Description: look for a new lab manual for Engine Performance classes
Responsible Person/Group: Kevin Miller/Brian Madlem
Examples
More or newer/different real world examples of using OHMS law will be discussed in class
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Implementation Description: meeting with automotive faculty to inform them of the needed change
Responsible Person/Group: Automotive faculty
Additional Resources: real world examples of diagnosing using OHMS law
Budget Amount Requested: $0.00 (no request)
NATEF Task 8.B.2 completion
90% target is becoming unrealistic with the number of students that quit coming to class but have not dropped the class yet.
Target will be moved to 80%
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: edit target
Responsible Person/Group: Kevin Miler
Overall knowledge evaluation
Find different text books that the students can understand better
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low
Relationships (Measure | Outcome/Objective):

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

Implementation Description: change text books
Responsible Person/Group: Kevin Miller, Brian Madlem
Skills and knowledge evaluation
Looking into different text books that the students can understand better.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low
Relationships (Measure | Outcome/Objective):

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

Implementation Description: change text books
Responsible Person/Group: Kevin Miller, Brian Madlem
Has-Mat training
Inactive students will be removed from SP2 student list
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 7 | **Outcome/Objective:** Program Outcome 7

Implementation Description: remove inactive students
Projected Completion Date: 10/2013
Responsible Person/Group: Kevin Miller
Ohms Law understanding
Ohms Law will be given more time in Intro to Auto class to try and reinforce this knowledge also covered in Electrical 1 class
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Implementation Description: add ohms law to Intro to Auto syllabus
Technical skills
We will continue to monitor the industry for their needs in the workers we provide.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

ASE student certification
We have added a fee to the introduction to auto class that will allow us to pay for each students testing fee. This year we only had 5 students take the test so it was not a good sample
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 8 | **Outcome/Objective:** Program Outcome 8

Responsible Person/Group: Kevin Miller
Communication
Customer service sections in multiple classes should be covered more as time allows.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Field trips
Will try to get more field trips worked into the program
Established in Cycle: 2013-2014

Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: field trips
Responsible Person/Group: Kevin Miller
Hands on work
Will look for more up to date vehicles for the students to work on.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: lab vehicles need updated
Responsible Person/Group: Kevin Miller
Memo
Instructors will be sent a memo reminding them to report the results from this final exam question
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Responsible Person/Group: Kevin Miller
Monitor
Drivability will continue to be a key part of the classes. This uses the critical thinking skills of the students.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: monitor
Responsible Person/Group: Brian Madlem, Kevin Miller
Scan tools
As scan tools are changing rapidly we will keep informed as to what scan tools we need to have for the students and try to work this into the budget.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
sp2.org purge
There were a number of students that were entered into the sp2.org system and dropped the class. This caused the results to be not reliable.
Next year I will attempt to purge those students so the results reflect only students enrolled at the end of the semester.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 7 | **Outcome/Objective:** Program Outcome 7

Responsible Person/Group: Kevin Miller
Drivability lesson plans
We will continue to look for real world drivability lessons to teach
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: faculty
Monitor
As the ASE exams continue to evolve we will continue to adjust the courses.
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 8 | **Outcome/Objective:** Program Outcome 8

Implementation Description: monitor
Responsible Person/Group: Kevin Miller
Monitor
We will continue to work with the English dept. to make sure the automotive students get the instruction that benefits them the most.
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Update
As vehicles change the classes will continue to change to keep up with the industry
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: update
Responsible Person/Group: faculty
Update task
The required task list is being updated and our classes will continue to evolve with them
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: faculty
Celebrate
Congratulate the students
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Monitor
Continue monitoring
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Monitor
Continue to monitor

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 7 | **Outcome/Objective:** Program Outcome 7

Monitor
Continue to monitor
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Monitor
Continue to monitor the employer's satisfaction

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Recognize students
Have a recognition ceremony.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 8 | **Outcome/Objective:** Program Outcome 8

Responsible Person/Group: Kevin Miller

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	510806

Degree Type	AAS

Program Titles	Physical Therapy Assistant

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

Improvements & Rationale for Action
Please provide a brief description of the improvement made since the last review or reasons for other program decisions, proposed action plan for future improvements, and an estimated timeline.
The physical Therapy Assistant program continues to meet its objectives. This is a special admissions program with 24 students accepted into the program every fall. The program has more qualified applicants than positions available. The Lake Land College job outlook through 2020 shows a predicted increase of 0.81%, while the state predicts and increase of 2.86% in job growth.
The program makes use of an active advisory council comprised of individuals employed in the field. Overall, the Physical Therapy Assistant program remains a strong program successfully preparing graduates for positions within the field. The licensure pass rate after completing our PTA program is 98% for the last 5 years.

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

Lake Land College - District #51701

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, development in disciplines or modifications to university transfer policies.

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Physical Therapist Assistant AAS.PTA
As of: 5/16/2016 09:40 AM CENTRAL

Goals
G 1: Career Education
Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

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

SLO 1: Administer and provide care
Graduates of the Physical Therapist Assistant Program administers and provides complex and comprehensive care under the direction and supervision of a licensed Physical Therapist in a variety of settings.

Related Measures

M 1: PTA Program Employer Survey (Q3, 11-13)
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#3,11-13) The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.
Source of Evidence: Employer survey, incl. perceptions of the program

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

Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015 - Total of 100% of the employers strongly agreed or agreed for questions 3 & 11-13. (#3: The employers strongly agreed or agreed for (#3) that the graduate implements a comprehensive treatment plan developed by the Physical Therapist. #11: The graduate uses knowledge and skills of health promotion and prevention, measurement and treatment in a variety of environments. #12: Graduates adapts knowledge and skills to diverse populations in a variety of environments and #13 - Graduate's knowledge and skills enable him/her to provide appropriate care and to use support staff appropriately in the delivery of physical therapy skills. USE OF RESULTS: The program will continue to emphasize the important of implementing a comprehensive treatment plan. These areas are addressed in all the Fundamental courses and specifically in Fundamentals of PTA III & IV with specific population's neuro rehab,
ortho, cardiopulmonary and pediatric rehab. The program will continue having the guest lectures to discuss and demonstrate joint mobilization, kinesiological taping, neuro rehab, aquatic therapy and etc. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

Evidence (2013-2014) - Target: Partially Met
Surveys from the Class of 2013 - Total of 90% of the employers strongly agreed or agreed for questions 3 & 11-13. 100% of the employers strongly agreed or agreed for (#3) that the graduate implements a comprehensive treatment plan developed by the Physical Therapist in a variety of settings and question # 11 - The graduate uses knowledge and skills of health promotion and prevention, measurement and treatment in a variety of environments. 80% of the employers strongly agreed or agreed to Question #12 - Graduates adapts knowledge and skills to diverse populations in a variety of environments and Question #13 - Graduate's knowledge and skills enable him/her to provide appropriate care and to use support staff appropriately in the delivery of physical therapy skills. USE OF RESULTS: The program will continue to emphasize the important of implementing a comprehensive treatment plan. These areas are addressed in all the Fundamental courses and specifically in Fundamentals of PTA IV with specific populations and including neuro rehab and pediatric rehab. The program will continue having the guest lectures to discuss and demonstrate

joint mobilization, kinesiological taping, neuro rehab, pediatric rehab, and aquatic therapy. The new Ped specialist received high scores on the guest speaker's survey. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

Evidence (2012-2013) - Target: <u>Met</u>

Surveys from the Class of 2012 - 100% of the employers strongly agreed or agreed - (#3) that the graduate implements a comprehensive treatment plan developed by the Physical Therapist in a variety of settings. (Including #11 - graduate uses knowledge and skills of health promotion and prevention, measurement and treatment in a variety of environments. #12 - Graduates adapts knowledge and skills to diverse populations in a variety of environments. #13 - Graduate's knowledge and skills enable him/her to provide appropriate care and to use support staff appropriately in the delivery of physical therapy skills. USE OF RESULTS: The program will continue to emphasize the important of implementing a comprehensive treatment plan. These areas are addressed in all the Fundamental courses and specifically in Fundamentals of PTA IV with specific populations and including neuro rehab and pediatric rehab. The program will continue having the guest lectures to discuss and demonstrate joint mobilization, kinesiological taping, neuro rehab, pediatric rehab, and aquatic therapy. The new Ped specialist received high scores on the guest speakers survey. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

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

Surveys from the Class of 2011 - 100% of the employers strongly agreed or agreed - (#3) that the graduate implements a comprehensive treatment plan developed by the Physical Therapist in a variety of settings. (Including #11 - graduate uses knowledge and skills of health promotion and prevention, measurement and treatment in a variety of environments. #12 - Graduates adapts knowledge and skills to diverse populations in a variety of environments. #13 - Graduate's knowledge and skills enable him/her to provide appropriate care and to use support staff appropriately in the delivery of physical therapy skills.

USE OF RESULTS: The program will continue to emphasize the important of implementing a comprehensive treatment plan. These areas are addressed in all the Fundamental courses and specifically in Fundamentals of PTA IV with specific populations and including neuro rehab and pediatric rehab. The program will continue having the guest lectures to discuss and demonstrate joint mobilization, kinesiological taping, neuro rehab, pediatric rehab, and aquatic therapy. Due to students responds to the pediatric guest speaker in 2010 and 2011, a different pediatric guest speaker spoke to the class of 2012. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

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

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate implements a comprehensive treatment plan developed by the Physical Therapist in a variety of settings.

(Including #11 - graduate uses knowledge and skills of health promotion and prevention, measurement and treatment in a variety of environments. #12 - Graduates adapts knowledge adn skills to diverse populations in a variety of environments. #13 - Graduate's knowledge and skills enable him/her to provide appropriate care and to use support staff appropriately in the delivery of physical therapy skills.

USE OF RESULTS:

The program will continue to emphasize the important of implementing a comprehensive treatment plan. These areas are addressed in all the Fundamental courses and specifically in Fundamentals of PTA IV with specific populations and including neuro rehab and pediatric rehab. Will continue having the guest lectures to discuss and demonstrate joint mobilization, kinesiological

taping, prosthetic care, neuro rehab, pediatric rehab and aquatic therapy. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

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

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

Administer and provide care

Established in Cycle: 2013-2014

Achievement goal will remain the same at 100% of the employers will rate the PTA at a strongly agree or an agree rating for the...

M 2: National Board Exam

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

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

Target:

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

Evidence (2015-2016) - Target: Met

Class of 2015 - National Board Exam Results - 94% (18 out of 19) of the students who took the exam passed. The LLC -PTA program is above state and national averages. Evaluation of the curriculum reveals that the curriculum implemented for the Class of 2015 included content needed for mastery of entry level in physical therapy. The faculty will continue to attend yearly seminars to bring up to date material to the classroom. The PTA Club will continue to send students to a national review course. Kaskaskia College and LLC will continue to take turns hosting the review class

Evidence (2014-2015) - Target: Met

100% of graduates have successfully completed the National Board Exam. Tracking by the program Director is ongoing.

Evidence (2013-2014) - Target: Met

Class of 2013 - National Board Exam Results - 95% (19 out of 20) of the students who took the exam passed on first attempt and 100% (1 out of 1)passed on 2nd attempt. The state avg. for 2013 = 84.66% and the US candidates = 86.61%. Evaluation of the curriculum reveals that the curriculum implemented for the Class of 2013 included content needed for mastery of entry level in physical therapy. Faculty has review the new PTA Physical Therapy Exam Test Content Outline (NPTE) for the new content area. The faculty will continue to attend yearly seminars to bring up to date material to the classroom. The PTA Club will continue to send students to a national review course. Kaskaskia College and LLC will continue to take turns hosting the review class

Evidence (2012-2013) - Target: Met

Class of 2012 - National Board Exam Results - 100% of the students who took the exam passed on first attempt. One student from the original class of 2011 took the board exam for the second time and did not pass the exam. The student will be contact to do a refresher course. The state avg. for 2012 = 86.22% and the US candidates = 85.07%. Evaluation of the curriculum reveals that the curriculum implemented for the Class of 2012 included content needed for mastery of entry level in physical therapy. Faculty has review the new PTA Physical Therapy Exam Test Content Outline (NPTE) for the new content area. The faculty will continue to attend yearly seminars to bring up to date material to the classroom. The PTA Club will continue to send students to a national review course. Kaskaskia College and LLC will continue to take turns hosting the review class.

Evidence (2011-2012) - Target: Met

2011 Class - National Board Exam Results - 100% of the students who took the exam passed on first attempt. Two additional students will be graduating in May of 2012 and have yet to take the exam. The state avg. for 2011 = 82.83% and the US candidates = 85.07%. Evaluation of the curriculum reveals that the curriculum implemented for the Class of 2011 included content needed for mastery of entry level in physical therapy.

2010 Class - National Board Exam Results 90.5% of the students who took the exam passed. (19

out of 21) The student who did not pass has yet to retake the test.
The state avg. for 2010 = 77.1% and the US candidates = 82.33%.

2009 Class - National Board Exam Results 100% of the students who took the exam passed. Total of 14 students. One student has yet to take the exam for the first time. The state avg. for 2009 = 76.12% and US candidates 80.93%.

Faculty will review the new PTA Physical Therapy Exam Test Content Outline (NPTE). The faculty will continue to attend yearly seminars to bring up to date material to the classroom. The PTA Club will continue to send students to a national review course. Kaskaskia College and LLC will continue to take turns hosting the review class.
Evidence (2010-2011) - Target: Met
2010 Class - National Board Exam Results
94% of the students who took the exam passed. (18 out of 19) The student who did not pass has yet to retake the test and one student has yet to take the exam for the first time.
(80.22% State Overall Avg.)
(84.16% US Overall Avg.)

2009 Class - National Board Exam Results
100% of the students who took the exam passed. Total of 14 students. One student has yet to take the exam for the first time.
(76.12% State Overall Avg.)
(81.53% US Overall Avg.)

2008 Class - National Board Exam Results
100% LLC Avg. of the students who took the exam. Total of 14 students:
(78.92% State Overall Avg.)
(80.95% US Overall Avg.)

USE OF RESULTS:
Faculty will continue to review the passing rates and will continue to address the areas of the exam. Faculty will review the new PTA Physical Therapy Exam Test Content Outline (NPTE). The faculty will continue to attend yearly seminars to bring up to date material to the classroom. The PTA Club will continue to send students to a national review course. Kaskaskia College and LLC will continue to take turns hosting the review class. Evaluation of the curriculum reveals that the curriculum implemented for the Class of 2010 included content needed for mastery of entry level in physical therapy.
M 3: Advisory Committee
Advisory Committee Members input regarding graduate performances discussed at annual Fall meeting arranged.
Source of Evidence: Advisory board or community feedback on program
Target:
Monitoring for continuous improvement.
Evidence (2015-2016) - Target: Partially Met
The Lay Advisory Committee meeting will be held on 6-13-16 to discuss current issues, changes in the program, passing rate, employment rates and 2018 Accreditation.
USE OF RESULTS: To continue to address any issues.
Evidence (2013-2014) - Target: Met
The Lay Advisory Committee meeting held on 5-19-14 and it will continue to be held in the spring semester and yearly. It is held to continue to discuss current issues, changes in the program, passing rate, employment rates and etc. (Additional topic that were discussed this year are as follows: 1) 2018 Accreditation - faculty planning on attending the 2015 National convention, 2) LLC

PTA ranking in the state of ILL (5th out of 12)and reason why the drop from 2nd to 5th, 3) Bachelor's degree for PTAs, 4) CPI - will continue to use, 5) Clinical documentation software and 6) strength and weakness of the program. USE OF RESULTS: Lay Advisory Committee members understood the reason in the drop in ranking - the Federation of State Board of Physical Therapy. They are also very happy with the caliper of students graduating from the LLC program compared to other students they have had. The members were concerning with the lack of PTA jobs in area, although, nationwide there are jobs. Also, insurance reimbursement was discuss and the impact on PTAs. Faculty will continue to assess the curriculum, review the passing rates, and assess the overall student performance.

Evidence (2012-2013) - Target: Met

The Lay Advisory Committee meeting was moved from the fall semester to the spring semester. It was held on 5-6-13 and it will continue to be held yearly to discuss current issues, changes in the program, passing rate, employment rates and etc. (Additional topic that were discussed this year were as follows: 1) 2018 Accreditation, 2) Changes to the National Board content (Increase in standards for a student to pass the exam, Changes to the complexity of the questions and critical thinking questions), LLC PTA ranking in the state of ILL (1st or 2nd), 3) Bachelor's degree for PTAs, 4) CPI and CSFI, 5) Joint mobilization, and 6) strength and weakness of the program.   USE OF RESULTS: Lay Advisory Committee members were very pleased with the Federation of State Board of Physical Therapy ranking LLC PTA program as #1 or #2 in passing rates of the national board exam in the state of Illinois. They are also very happy with the caliper of students graduating from the LLC program compared to other students they have had. Faculty will discuss adding more joint mobilization, changes to the clinical hours and additional soft tissue work. Faculty will continue to assess the curriculum, review the passing rates, and assess the overall student performance. Will continue to hold the Lay Advisory Committee Meeting yearly

Evidence (2011-2012) - Target: Met

The Lay Advisory Committee will continue to be held yearly to discuss current issues, changes in the program, passing rate, and employment rates. USE OF RESULTS: Lay Advisory Committee members were very pleased with the Federation of State Board of Physical Therapy ranking LLC PTA program as #1 in passing rates of the national board exam in the state of Illinois. They are also very happy with the caliper of students graduating from the LLC program compared to other students they have had. Faculty will continue to assess the curriculum, review the passing rates, and assess the overall student performance. Will continue to hold the Lay Advisory Committee Meeting yearly.   [

Evidence (2010-2011) - Target: Met

The Lay Advisory Committee will continue to be held yearly to discuss current issues, changes in the program, passing rate, and employment rates.

USE OF RESULTS:

Lay Advisory Committee Meeting were very pleased with the caliper of students graduating from the LLC program. Faculty will continue to assess the curriculum, review the passing rates, and assess the overall student performance. Will continue to hold the Lay Advisory Committee Meeting yearly.

M 4: Job Placement in 6 months

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

Target:

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

Evidence (2015-2016) - Target: Met

Class of 2015- 100% of the student who are licensed as a PTA have obtain a job. The students are working full time or working PRN. USE OF RESULTS: The program and Lake Land College

Placement Center will continue to post incoming job listings. The program will continue to keep the employment binder in the lab for easy access

Evidence (2013-2014) - Target: Met

Class of 2013- 100% of the student who are licensed as a PTA have obtain a job. The students are working full time or working PRN. USE OF RESULTS: The program and Lake Land College Placement Center will continue to post incoming job listings. The program will continue to keep the employment binder in the lab for easy access

Evidence (2012-2013) - Target: Met

Class of 2012 - 100% of the student who are licensed as a PTA have obtain a job. The students are working full time or working PRN. USE OF RESULTS: The program and Lake Land College Placement Center will continue to post incoming job listings. The program will continue to keep the employment binder in the lab for easy access

Evidence (2011-2012) - Target: Met

2011 Class - 100% of the student who are licensed as a PTA have obtain a job. The students are working full time or some are working part time and going back to school to get their BS degree. USE OF RESULTS: The program and Lake Land College Placement Center will continue to post incoming job listings. The program will continue to keep the employment binder in the lab for easy access.

Evidence (2010-2011) - Target: Met

2010 Class - 100% of the student who are licensed as a PTA have obtain a job.

USE OF RESULTS:

The program and Lake Land College Placement Center will continue to post incoming job listings. The program will continue to keep the employment binder in the lab for easy access.

SLO 2: Appropriate Relationships

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

Related Measures

M 5: Program Employer Survey Questions #14-15

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

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

Target:

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

Evidence (2015-2016) - Target: Met

Surveys from the Class of 2015 - 100% of the employers strongly agreed or agreed - that the graduate interacts with the patient and family to provide a psychosocial support. (Questions #14) - Graduates interacts with patients and families in a manner which provides the desired psychosocial support. (Questions #15) - Graduates recognizes that societal factors such as psychosocial, cultural, economic, ethical, legal, and demographic influences are integral to effective patient care. USE OF RESULTS: The faculty will continue to emphasize the importance of patient/family interaction throughout the program. Culture will continue to be emphasized in the Fundamental I class with the "Intro to PTA" book chapter on Communication in PT in the 21st Century. This chapter addresses communication with different psychosocial, cultural, economic groups of patients. This area is also addressed in Seminar with role playing and class discussion. Students receive reinforcement of these areas in all clinical practicums by way of patient care

Evidence (2013-2014) - Target: Met

Surveys from the Class of 2013 - 100% of the employers strongly agreed - that the graduate interacts with the patient and family to provide a psychosocial support. (Questions #14) - Graduates

interacts with patients and families in a manner which provides the desired psychosocial support. (Questions #15) - Graduates recognizes that societal factors such as psychosocial, cultural, economic, ethical, legal, and demographic influences are integral to effective patient care. USE OF RESULTS: The faculty will continue to emphasize the importance of patient/family interaction throughout the program. Culture is emphasized more in the Fundamental I class. The Intro to PTA book added an additional chapter on Communication in PT in the 21st Century. This chapter is address communication with different psychosocial, cultural, economic groups of patients. This area is also addressed in Seminar with role playing and class discussion. Students receive reinforcement of these areas in all clinical practicums by way of patient care

Evidence (2012-2013) - Target: Met

Surveys from the Class of 2012 - 100% of the employers strongly agreed that the graduate interacts with the patient and family to provide a psychosocial support. (Questions #14 - Graduates interacts with patients and families in a manner which provides the desired psychosocial support. #15 - Graduates recognizes that societal factors such as psychosocial, cultural, economic, ethical, legal, and demographic influences are integral to effective patient care.) USE OF RESULTS: The faculty will continue to emphasize the importance of patient/family interaction throughout the program. Culture is emphasized more in the Fundamental I class. The Intro to PTA book added an additional chapter on Communication in PT in the 21st Century. This chapter is address communication with different psychosocial, cultural, economic groups of patients. This area is also addressed in Seminar with role playing and class discussion. Students receive reinforcement of these areas in all clinical practicums by way of patient care

Evidence (2011-2012) - Target: Met

Surveys from the Class of 2011 - 100% of the employers strongly agreed or agreed that the graduate interacts with the patient and family to provide a psychosocial support. (Questions #14 - Graduates interacts with patients and families in a manner which provides the desired psychosocial support. #15 - Graduates recognizes that societal factors such as psychosocial, cultural, economic, ethical, legal, and demographic influences are integral to effective patient care.) USE OF RESULTS: The faculty will continue to emphasize the importance of patient/family interaction throughout the program. Culture is emphasized more in the Fundamental I class. The Intro to PTA book added an additional chapter on Communication in PT in the 21st Century. This chapter is address communication with different psychosocial, cultural, economic groups of patients. This area is also addressed in Seminar with role playing and class discussion. Students receive reinforcement of these areas in all clinical practicums by way of patient care

Evidence (2010-2011) - Target: Met

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate interacts with the patient and family to provide a psychosocial support. (Questions #14 - Graduates interacts with patients and families in a manner which provides the desired psychosocial support. #15 - Graduate recognizes that societal factors such as psychosocial, cultural, economic, ethical, legal, and demographic influences are integral to effective patient care.)

USE OF RESULTS:

The faculty will continue to emphasize the importance of patient/family interaction throughout the program. Culture is emphasized more in the Fundamental I class. A lecture was added to this class to address communication with different psychosocial, cultural, economic groups of patients. This area is also addressed in Seminar with role playing and class discussion. Students receive reinforcement of these areas in all clinical practicums by way of patient care.

SLO 3: Participate in teaching

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

Related Measures

M 6: Program Employer Survey Questions 16-18

100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#16-18) The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.
Source of Evidence: Employer survey, incl. perceptions of the program
Target:
100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients, patient's families and other health care providers
Evidence (2015-2016) - Target: Met
Surveys from the Class of 2014- 100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients and patient's families. (#16 - Graduate participates in the teaching of other health care providers. Question #17- Graduate participates in teaching of patients. #18- Graduate participates in teaching of patients' families.) USE OF RESULTS: The faculty will continue to emphasize the importance of participating in the teaching of a patient, the patient's family, and health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of performing in-services to other health care providers and instructing patient's families with the care the patient needs.
Evidence (2013-2014) - Target: Met
Surveys from the Class of 2013- 100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients and patient's families. (#16 - Graduate participates in the teaching of other health care providers. Question #17- Graduate participates in teaching of patients. #18- Graduate participates in teaching of patients' families.)   USE OF RESULTS: The faculty will continue to emphasize the importance of participating in the teaching of a patient, the patient's family, and health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of performing in-services to other health care providers and instructing patient's families with the care the patient needs.
Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012- 100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients and patient's families. (Question #17- Graduate participates in teaching of patients. #18- Graduate participates in teaching of patients' families.) And Question #16 - 71% of the employers strongly agreed or agreed and 29% had no opinion. (#16 - Graduate participates in the teaching of other health care providers.) The employers reported they felt the new graduate could "teach other health care providers but they have not had the time to be apart of an in service since being employment. USE OF RESULTS: The faculty will continue to emphasize the importance of participating in the teaching of a patient, the patient's family, and health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of performing in-services to other health care providers and instructing patient's families with the care the patient needs. (Questions #16 - 18).
Evidence (2011-2012) - Target: Met
Surveys from the Class of 2011- 100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients and patient's families. (Question #17- Graduate participates in teaching of patients. #18- Graduate participates in teaching of patients' families.) And Question #16 - 71% of the employers strongly agreed or agreed and 29% had no opinion. (#16 - Graduate participates in the teaching of other health care providers.) The employers reported they felt the new graduate could "teach other health care providers but they have not had the time to be a part of an in service since being employment. USE OF RESULTS: The faculty will continue to emphasize the importance of participating in the teaching of a patient, the patient's family, and health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of performing in-services to other

health care providers and instructing patient's families with the care the patient needs. (Questions #16 - 18)

Evidence (2010-2011) - Target: Met
Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate participated in the teaching of patients, patient's families and other health care providers. (Question #17- Graduate participates in teaching of patients. #18- Graduate participates in teaching of patients' families.)
And Question #16 - 89% of the employers strongly agreed or agreed and 11% had no opinion. (#16 - Graduate participates in the teaching of other health care providers. The graduate did not have the time to be a part of an in service within the first 6 months of employment.

USE OF RESULTS:
The faculty will continue to emphasize the importance of participating in the teaching of a patient, the patient's family, and health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of performing in-services to other health care providers and instructing patient's families with the care the patient needs. (Questions #16 - 18).

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

Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015 - 100% of the patients strongly agreed or agreed that the graduate participated in the teaching of themselves and their family members. (Question #7 - My PTA is able to teach my and my family about my condition and therapy.) USE OF RESULTS: The faculty will continue to emphasize the importance of participation in the teaching of the patients and their family members.

Evidence (2013-2014) - Target: Met
Surveys from the Class of 2013 - 100% of the patients strongly agreed or agreed that the graduate participated in the teaching of themselves and their family members. (Question #7 - My PTA is able to teach me and my family about my condition and therapy.) USE OF RESULTS: The faculty will continue to emphasize the importance of participation in the teaching of the patients and their family members.

Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012 - 100% of the patients strongly agreed or agreed that the graduate participated in the teaching of themselves and their family members. (Question #7 - My PTA is able to teach me and my family about my condition and therapy.) USE OF RESULTS: The faculty will continue to emphasize the importance of participation in the teaching of the patients and their family members.

Evidence (2011-2012) - Target: Met
Surveys from the Class of 2011 - 100% of the patients strongly agreed or agreed that the graduate participated in the teaching of themselves and their family members. (Question #7 - My PTA is able to teach me and my family about my condition and therapy.) USE OF RESULTS: The faculty will continue to emphasize the importance of participation in the teaching of the patients and their family members.

Evidence (2010-2011) - Target: Met

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

USE OF RESULTS:
The faculty will continue to emphasize the importance of participation in the teaching of the patients and their family members.
SLO 4: Communicate verbally and written
Communicate effectively with patients, families, colleagues and the public via verbal, written and electronic means.
Related Measures
M 8: Program Employer Survey Questions 21-22
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#21-22) The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.
Source of Evidence: Employer survey, incl. perceptions of the program
Target:
100% of the employers strongly agreed or agreed that the graduate demonstrated effective written, oral and nonverbal communication with the patient, their families, colleagues and other health care providers.
Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015 - 100% of the employers strongly agreed and agreed #21: The graduate demonstrated effective written, oral and nonverbal communication with the patient and their families and #22: The graduate demonstrated effective written, oral and nonverbal communication with their colleagues and other health care providers. USE OF RESULTS Faculty will continue to focus on appropriate class content concerning the graduate being effective in written, oral and nonverbal communication skills with the patient, families, and other health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of writing patient notes.
Evidence (2013-2014) - Target: Met
Surveys from the Class of 2013 - 100% of the employers strongly agreed that the graduate demonstrated effective written, oral and nonverbal communication with the patient and their families, (Question #21) and demonstrated effective written, oral and nonverbal communication with their colleagues and other health care providers. (Question #22). USE OF RESULTS Faculty will continue to focus on appropriate class content concerning the graduate being effective in written, oral and nonverbal communication skills with the patient, families, and other health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of writing patient notes
Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012 - 100% of the employers strongly agreed that the graduate demonstrated effective written, oral and nonverbal communication with the patient and their families, (Question #21) and demonstrated effective written, oral and nonverbal communication with their colleagues and other health care providers. (Question #22). USE OF RESULTS Faculty will continue to focus on appropriate class content concerning the graduate being effective in written, oral and nonverbal communication skills with the patient, families, and other health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of writing patient notes and with everyday contact with the patients
Evidence (2011-2012) - Target: Met
Surveys from the Class of 2011 - 100% of the employers strongly agreed or agreed that the graduate demonstrated effective written, oral and nonverbal communication with the patient and their families, (Question #21) and demonstrated effective written, oral and nonverbal communication

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

Evidence (2010-2011) - Target: Met
Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate demonstrated effective written, oral and nonverbal communication with the patient and their families, (Question #21) and demonstrated effective written, oral and nonverbal communication with their colleagues and other health care providers.   (Question #22).

USE OF RESULTS
Faculty will continue to focus on appropriate class content concerning the graduate being effective in written, oral and nonverbal communication skills with the patient, families, and other health care providers. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums by way of writing patient notes and with everyday contact with the patients.

M 9: PTA Patient Survey Questions #11-12
100% of the patients will rate the PTA at a strongly agree or agree for the appropriate behavior on the LLC 2010 PTA Patient Survey (#11-12). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
100% of the patients strongly agreed or agreed that the graduate communicates well with them and their family members.

Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015 - 100% of the patients strongly agreed or agreed that #11: The graduate communicated well with them and their family members and#12: The
graduate communicated well with their PT and other health care providers. USE OF RESULTS: Faculty will continue to focus on the importance of the graduate communicating with the patient, families and their peers. This is emphasized in roll playing while in lab and during all clinicals.

Evidence (2013-2014) - Target: Met
Surveys from the Class of 2013 - 100% of the patients strongly agreed or agreed that the graduate communicates well with them and their family members - Questions #11 and they will communicate will with their PT and other health care providers - Question #12). USE OF RESULTS: Faculty will continue to focus on the importance of the graduate communicating with the patient, families and their peers. This is empathized in roll playing while in lab and during all clinicals.

Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012 - 100% of the patients strongly agreed or agreed that the graduate communicates well with them and their family members. (Questions #11 & #12) USE OF RESULTS: Faculty will continue to focus on the importance of the graduate communicating with the patient, families and their peers. This is empathized in roll playing while in lab and during all clinicals.

Evidence (2011-2012) - Target: Met
Surveys from the Class of 2011 - 100% of the patients strongly agreed or agreed that the graduate communicates well with them and their family members. (Questions #11 & #12) USE OF RESULTS: Faculty will continue to focus on the importance of the graduate communicating with the patient, families and their peers. This is emphasized in roll playing while in lab and during all clinicals.

Evidence (2010-2011) - Target: Met
Surveys from the Class of 2010 - 100% of the patients strongly agreed or agreed that the graduate communicates well with them and their family members. (Questions #11)

And Question #12 - 91% of the patients strongly agreed or agreed and 9% had no opinion that the graduate communicates well with the PT or other health care providers.

USE OF RESULTS:
Faculty will continue to focus on the importance of the graduate communicating with the patient, families and their peers. The 9% of the patients who had no opinion were patients in long term care facilities. They may not have known that communication occurs between the PT and the PTA.
SLO 5: Documentation
Utilize accepted professional standards to document care.
Related Measures
M 10: PTA Program Employer Survey Questions 19-20
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#19-20) The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.
Source of Evidence: Employer survey, incl. perceptions of the program
Target:
100% of the employers strongly agreed or agreed that the graduate documents relevant aspects of the patient's treatment
Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015 - 100% of the employers strongly agreed or agreed # 19: The graduate documents relevant aspects of the patient's treatment and #20: The graduate participates in discharge planning and follow-up care. USE OF RESULTS: Faculty will continue to emphasize the importance of good documentation and will continue to modify the curriculum to emphasize the importance of documenting relevant information. Students will continue to receive SOAP note format and the Pt/Care Management Format. (SOAP format continues to be used more widely in the clinic setting.) These areas are specifically addressed in Fundamentals of PTA I, but continue to be practiced throughout the remaining Fundamental lab classes. Students receive reinforcement of these areas in all clinical practicums by way of note writing. Fall of 2016 students will also be taught on WebPT.

Evidence (2013-2014) - Target: Met
Surveys from the Class of 2013 - 100% of the employers strongly agreed that the graduate documents relevant aspects of the patient's treatment - (Question #19) and the graduate participates in discharge planning and follow-up care.- (Question #20) USE OF RESULTS: Faculty will continue to emphasize the importance of good documentation and will continue to modify the curriculum to emphasize the importance of documenting relevant information. Students will continue to receive SOAP note format and the Pt/Care Management Format. (SOAP format continues to be used more widely in the clinic setting.) These areas are specifically addressed in Fundamentals of PTA I, but continue to be practiced throughout the remaining Fundamental lab classes. Students receive reinforcement of these areas in all clinical practicums by way of note writing
Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012 - 100% of the employers strongly agreed that the graduate documents relevant aspects of the patient's treatment - Question #19 and #20) USE OF RESULTS: Faculty will continue to emphasize the importance of good documentation and will continue to modify the curriculum to emphasize the importance of documenting relevant information. Students will continue to receive SOAP note format and the Pt/Care Management Format. (SOAP format continues to be used more widely in the clinic setting.) These areas are specifically addressed in Fundamentals of PTA I, but continue to be practiced throughout the remaining Fundamental lab classes. Students receive reinforcement of these areas in all clinical practicums by way of note writing.
Evidence (2011-2012) - Target: Met

Surveys from the Class of 2011 - 100% of the employers strongly agreed or agreed that the graduate documents relevant aspects of the patient's treatment - Question #19 and #20) USE OF RESULTS: Faculty will continue to emphasize the importance of good documentation and will continue to modify the curriculum to emphasize the importance of documenting relevant information. Students will continue to receive SOAP note format and the Pt/Care Management Format. (SOAP format continues to be used more widely in the clinic setting.) These areas are specifically addressed in Fundamentals of PTA I, but continue to be practiced throughout the remaining Fundamental lab classes. Students receive reinforcement of these areas in all clinical practicums by way of note writing.

Evidence (2010-2011) - Target: Met

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate documents relevant aspects of the patient's treatment - Question #19. Question #20 - 89% of the employers strongly agreed or agreed and 11% had no opinion that the graduate participates in discharge planning and follow-up care.

USE OF RESULTS:

Faculty will continue to emphasize the importance of good documentation and will continue to modify the curriculum to emphasize the importance of documenting relevant information. Students will continue to receive SOAP note format and the Pt/Care Management Format. (SOAP format continues to be used more widely in the clinic setting.) These areas are specifically addressed in Fundamentals of PTA I, but continue to be practiced throughout the remaining Fundamental lab classes. Students receive reinforcement of these areas in all clinical practicums by way of note writing.

SLO 6: Collegial Relationships

Establish collegial relationships with peers and other health care providers.

Related Measures

M 11: PTA Program Employer Survey Questions 9 and 24

100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#9 & 24). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.

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

Target:

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

Evidence (2015-2016) - Target: Met

Surveys from the Class of 2015 - 100% of the employers strongly agreed or agreed #9: The graduate is prepared to be an integral member of the health care team and to participate in the health care delivery system and #24: The graduate interacts with health care professionals and effectively represents the role and responsibilities of the Physical Therapist Assistant. USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate to establish collegial relationships with peers and other health care providers and will continue to modify the curriculum to emphasize the importance of this. Students receive reinforcement of these areas in all clinical practicums by way of everyday interaction with coworkers.

Evidence (2013-2014) - Target: Met

Surveys from the Class of 2013 - 100% of the employers strongly agreed that the graduate is prepared to be an integral member of the health care team and to participate in the health care delivery system, and that the graduate interacts with health care professionals and effectively represents the role and responsibilities of the Physical Therapist Assistant. (Questions #9 & 24). USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate to establish

collegial relationships with peers and other health care providers and will continue to modify the curriculum to emphasize the importance of this. Students receive reinforcement of these areas in all clinical practicums by way of everyday interaction with coworkers.
Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012 - 100% of the employers strongly agreed that the graduate is prepared to be an integral member of the health care team and to participate in the health care delivery system, and that the graduate interacts with health care professionals and effectively represents the role and responsibilities of the Physical Therapist Assistant. (Questions #9 & 24). USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate to establish collegial relationships with peers and other health care providers and will continue to modify the curriculum to emphasize the importance of this. Students receive reinforcement of these areas in all clinical practicums by way of everyday interaction with coworkers.
Evidence (2011-2012) - Target: Met
Surveys from the Class of 2011 - 100% of the employers strongly agreed or agreed that the graduate is prepared to be an integral member of the health care team and to participate in the health care delivery system, and that the graduate interacts with health care professionals and effectively represents the role and responsibilities of the Physical Therapist Assistant. (Questions #9 & 24). USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate to establish collegial relationships with peers and other health care providers and will continue to modify the curriculum to emphasize the importance of this. Students receive reinforcement of these areas in all clinical practicums by way of everyday interaction with coworkers.
Evidence (2010-2011) - Target: Met
Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate is prepared to be an integral member of the health care team and to participate in the health care delivery system, and that the graduate interacts with health care professionals and effectively represents the role and responsibilities of the Physical Therapist Assistant. (Questions #9 & 24).

USE OF RESULTS:
Faculty will continue to emphasize the importance of the graduate to establish collegial relationships with peers and other health care providers and will continue to modify the curriculum to emphasize the importance of this. Students receive reinforcement of these areas in all clinical practicums by way of everyday interaction with coworkers.
SLO 7: Critical Thinking
Use critical thinking as a basis for decision making in professional practice.
Related Measures
M 12: PTA Program Employer Survey Question #7
100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#7). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.
Source of Evidence: Employer survey, incl. perceptions of the program
Target:
100% of the employers strongly agreed or agreed that the graduate utilizes critical thinking skills and problem solving in daily activity.
Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015 - 100% of the employers strongly agreed or agreed #7: The graduate utilizes critical thinking skills and problem solving in daily activity. USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate's use of critical thinking as a basis for decision making in professional practice. These areas are addressed in Fundamentals of PTA I - IV and in the Clinical Practicums i.e.: case scenarios, journal readings and reports, exercise protocols and progression, and case studies. Critical thinking is enhanced through critical analysis of

journal reports. Students receive reinforcement of these areas in all clinical practicums by everyday interaction with the patients and their coworkers.

Evidence (2013-2014) - Target: Met

Surveys from the Class of 2013 - 100% of the employers strongly agreed that the graduate utilizes critical thinking skills and problem solving in daily activity. (Question #7). USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate's use of critical thinking as a basis for decision making in professional practice. These areas are addressed in Fundamentals of PTA I - IV and in the Clinical Practicums i.e.: case scenarios, journal readings and reports, exercise protocols and progression, and case studies. Critical thinking is enhanced through critical analysis of journal reports. Students receive reinforcement of these areas in all clinical practicums by everyday interaction with the patients and their coworkers.

Evidence (2012-2013) - Target: Met

Surveys from the Class of 2012 - 100% of the employers strongly agreed that the graduate utilizes critical thinking skills and problem solving in daily activity. (Question #7). USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate's use of critical thinking as a basis for decision making in professional practice. These areas are addressed in Fundamentals of PTA I - IV and in the Clinical Practicums i.e.: case scenarios, journal readings and reports, exercise protocols and progression, and case studies. Critical thinking is enhanced through critical analysis of journal reports. Students receive reinforcement of these areas in all clinical practicums by everyday interaction with the patients and their coworkers

Evidence (2011-2012) - Target: Partially Met

Surveys from the Class of 2011 - 85% (6 out of 7) of the employers strongly agreed or agreed that the graduate utilizes critical thinking skills and problem solving in daily activity. (Question #7). And 15% of the employers (1 out of 7) had no opinion. USE OF RESULTS: Faculty will continue to emphasize the importance of the graduate's use of critical thinking as a basis for decision making in professional practice. These areas are addressed in Fundamentals of PTA I - IV and in the Clinical Practicums i.e.: case scenarios, journal readings and reports, exercise protocols and progression, and case studies. Critical thinking is enhanced through critical analysis of journal reports. Students receive reinforcement of these areas in all clinical practicums by everyday interaction with the patients and their coworkers.

Evidence (2010-2011) - Target: Met

Surveys from the Class of 2010 - 100% of the employers strongly agreed or agreed that the graduate utilizes critical thinking skills and problem solving in daily activity. (Question #7).

USE OF RESULTS:

Faculty will continue to emphasize the importance of the graduate's use of critical thinking as a basis for decision making in professional practice. These areas are addressed in Fundamentals of PTA I - IV and in the Clinical Practicums i.e.: case scenarios, journal readings and reports, exercise protocols and progression, and case studies. Critical thinking is enhanced through critical analysis of journal reports. Students receive reinforcement of these areas in all clinical practicums by everyday interaction with the patients and their coworkers.

SLO 8: Professional Self-Development

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

Related Measures

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

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

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

Target:

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

Evidence (2015-2016) - Target: Met

Surveys from the Class of 2015 - Question 25 f,g,i - 100% employers strongly agreed or agreed that # 25f: The graduate's performance reflected the practice of reading and interpreting professional literature, #25g: The graduate's performance reflected participation in continued development of knowledge and skills and #25i: The graduate's performance reflects the willingness to prepare to plan and participate in the development of programs that incorporate the concepts of lifelong learning to strengthen his/her role as a health care provider. USE OF RESULTS: Faculty will continue to focus on the importance of the student's professional self-development and continued life-long learning throughout the program. Faculty will continue to encourage the students to become members of the APTA/IPTA organizations. Students are encouraged to attend the National Student Conclave and are given incentives to go. Students are required to read journal articles in Seminar class and in Orthopedic Concepts and Applications.

Evidence (2013-2014) - Target: Met

Surveys from the Class of 2013 - Question 25 f,g,i - 100% employers strongly agreed or agreed that # 25f - the graduate's performance reflected the practice of reading and interpreting professional literature, #25g - the graduate's performance reflected participation in continued development of knowledge and skills and - #25i - that the graduate's performance reflects the willingness to prepare to plan and participate in the development of programs that incorporate the concepts of lifelong learning to strengthen his/her role as a health care provider. USE OF RESULTS: Faculty will continue to focus on the importance of the student's professional self-development and continued life-long learning throughout the program. Faculty will continue to encourage the students to become members of the APTA/IPTA organizations. Students are encouraged to attend the National Student Conclave and are given incentives to go. Students are required to read journal articles in Seminar class and in Orthopedic Concepts and Applications

Evidence (2012-2013) - Target: Met

Surveys from the Class of 2012 - Question 25 f,g,i - 100% employers strongly agreed or agreed that # 25f - the graduate's performance reflected the practice of reading and interpreting professional literature, #25g - the graduate's performance reflected participation in continued development of knowledge and skills and - #25i - that the graduate's performance reflects the willingness to prepare to plan and participate in the development of programs that incorporate the concepts of lifelong learning to strengthen his/her role as a health care provider. USE OF RESULTS: Faculty will continue to focus on the importance of the student's professional self-development and continued life-long learning throughout the program. Faculty will continue to encourage the students to become members of the APTA/IPTA organizations. Students are encouraged to attend the National Student Conclave and are given incentives to go. Students are required to read journal articles in Seminar class and in Orthopedic Concepts and Applications

Evidence (2011-2012) - Target: Partially Met

Surveys from the Class of 2011 - Question 25 f,g,i - 85.7% employers strongly agreed or agreed that - # 25f - the graduate's performance reflected the practice of reading and interpreting professional literature, #25g - the graduate's performance reflected participation in continued development of knowledge and skillset #25i - that the graduate's performance reflects the willingness to prepare to plan and participate in the development of programs that incorporate the concepts of lifelong learning to strengthen his/her role as a health care provider. The 14.3 % (1 out of 7) of the employers had no opinion concerning continual learning. USE OF RESULTS: Faculty will continue to focus on the importance of the student's professional self-development and continued life-long learning throughout the program. Faculty will continue to encourage the students

to become members of the APTA/IPTA organizations. Students are encouraged to attend the National Student Conclave and are given incentives to go. Students are required to read journal articles in Seminar class and in Orthopedic Concepts and Applications

Evidence (2010-2011) - Target: Met

Surveys from the Class of 2010 - Question 25 f,g,i 100% employers strongly agreed or agreed that - # 25f - the graduate's performance reflected the practice of reading and interpreting professional literature, #25g - the graduate's performance reflected participation in continued development of knowledge and skillset #25i - that the graduate's performance reflects the willingness to prepare to plan and participate in the development of programs that incorporate the concepts of lifelong learning to strengthen his/her role as a health care provider.

USE OF RESULTS:
Faculty will continue to focus on the importance of the student's professional self-development and continued life-long learning throughout the program. Faculty will continue to encourage the students to become members of the APTA/IPTA organizations. Students are encouraged to attend the National Student Conclave and are given incentives to go. Students are required to read journal articles in Seminar class and in Orthopedic Concepts and Applications.

M 14: PTA Student Survey Questions 15 and 17
100% of the students will have documented, they have participated in continuing education and participated in an in-service at their place of employment on the LLC 2010 PTA Student Survey (#15 & 17). This survey is mailed out 6 months after graduation in early Spring Semester and is reviewed and discussed each spring, by the director and the faculty.
Source of Evidence: Alumni survey or tracking of alumni achievements

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

Evidence (2015-2016) - Target: Not Met

Surveys from the Class of 2015 - 25% of the students have attended a continuing education course and 50% have participated in an in-service at their place of employment. The poor % of attending CE courses continues to be due to the short time frame the alumni have from when the survey is sent out and the time they were hired. USE OF RESULTS: This goals is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months after leaving college and the students do not need continuing education hours until after the initial renewal of their license. Faculty will continue to emphasize the importance of continuing education and will continue to offer seminars and article reviews for CEU's to LLC's CI's and alumni.

Evidence (2013-2014) - Target: Not Met

Surveys from the Class of 2013 - 0% of the students have attended a continuing education course and only 66.7% have participated in an in-service at their place of employment. The poor % of attending CE courses was due the short time frame the alumni have from when the survey is sent out and the time they were hired. USE OF RESULTS: This goals is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months after leaving college and the students do not need continuing education hours until after the initial renewal of their license. Faculty will continue to emphasize the importance of continuing education and will continue to offer seminars for CEU's to LLC's CI's and alumni.

Evidence (2012-2013) - Target: Not Met

Surveys from the Class of 2012 - 0% of the students have attended a continuing education course and only 40% have participated in an in-service at their place of employment. The poor % was due to not having the opportunity within the time frame they had worked for their employee. USE OF RESULTS: This goals is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months

after leaving college and the students do not need continuing education hours until after the initial renewal of their license. Faculty will continue to emphasize the importance of continuing education and will continue to offer seminars for CEU's to LLC's CI's and alumni. Since offering continuing education at LLC, 45% (113/249) of the attendees were LLC alumni

Evidence (2011-2012) - Target: Not Met

Surveys from the Class of 2011 - 22% of the students have attended a continuing education course and no one has participated in an in-service at their place of employment. The poor % was due to not having the opportunity within the time frame they had worked for their employee. USE OF RESULTS: This goals is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months after leaving college and the students do not need continuing education hours until after the initial renewal of their license. Faculty will continue to emphasize the importance of continuing education and will continue to offer seminars for CEU's to LLC's CI's and alumni. Since offering continuing education at LLC, 45% (113/249) of the attendees were LLC alumni

Evidence (2010-2011) - Target: Not Met

Surveys from the Class of 2010 - 62.5% of the students have attended a continuing education course and 50% participated in an in-service at their place of employment. The poor % was due to not having the opportunity within the time frame they had worked for their employee.

USE OF RESULTS:

This goals is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months after leaving college and the students do not need continuing education hours until after the initial renewal of their license.

Faculty will continue to emphasize the importance of continuing education and will continue to offer seminars for CEU's to LLC's CI's and alumni. Since offering continuing education at LLC, 45% (113/249) of the attendees were LLC alumni.

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

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

Professional Self-Development

Established in Cycle: 2012-2013

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

Professional Self Development

Established in Cycle: 2013-2014

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

8: Professional Self-Development

Established in Cycle: 2015-2016

Will continue to address this self-development for the graduates. This assessment will not be met due to the high percentage.

SLO 9: Ethical and Legal Framework

Practice within the profession's ethical and legal framework

Related Measures

M 15: Program Employer Survey Question #1

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

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

Target:

100% of the employers strongly agreed that the graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner.
Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015 - 100% of the employers strongly agreed #1: The graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner. USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the professions/ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums. Ethical and legal issues continue to be address in the Seminar class.
Evidence (2013-2014) - Target: Met
Surveys from the Class of 2013 - 100% of the employers strongly agreed that the graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner. (Question #1). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the professions/ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums. Ethical and legal issues continue to be address in the Seminar class.
Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012 - 100% of the employers strongly agreed that the graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner. (Question #1). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the professions/ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums. Ethical and legal issues continue to be address in the Seminar class. (Question #1)
Evidence (2011-2012) - Target: Met
Surveys from the Class of 2011 - 100% of the employers strongly agreed that the graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner. (Question #1). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the professions/ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums. Ethical and legal issues continue to be address in the Seminar class. (Question #1)
Evidence (2010-2011) - Target: Met
Surveys from the Class of 2010 - 100% of the employers strongly agreed that the graduate is working under the supervision of a PT in an ethical, legal, safe, and effective manner.   (Question #1).

USE OF RESULTS:
Faculty will continue to focus on the importance of the student practicing within the profession's/ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV. Students receive reinforcement of these areas in all clinical practicums. Ethical and legal issues continue to be address in the Seminar class. (Question #1)
M 16: PTA Patient Survey Questions 2 and 6
100% of the patients will rate the PTA at a strongly agree or agree for the appropriate behavior on the LLC 2010 PTA Patient Survey (#2 & 6). The survey is mailed out 6 months after graduation in early Spring Semester. The surveys will be reviewed and discussed each spring, by the director and faculty.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place.
Evidence (2015-2016) - Target: Met
Surveys from the Class of 2015- 100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place. (Questions #2

& 6). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the profession's ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV and the Seminar class. Students receive reinforcement of these areas in all clinical practicums.

Evidence (2013-2014) - Target: Met
Surveys from the Class of 2013- 100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place. (Questions #2 & 6). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the profession's ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV and the Seminar class. Students receive reinforcement of these areas in all clinical practicums

Evidence (2012-2013) - Target: Met
Surveys from the Class of 2012- 100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place. (Questions #2 & 6). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the profession's ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV and the Seminar class. Students receive reinforcement of these areas in all clinical practicums

Evidence (2011-2012) - Target: Met
Surveys from the Class of 2011- 100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place. (Questions #2 & 6). USE OF RESULTS: Faculty will continue to focus on the importance of the student practicing within the profession's ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV and the Seminar class. Students receive reinforcement of these areas in all clinical practicums

Evidence (2010-2011) - Target: Met
Surveys from the Class of 2010- 100% of the patients strongly agreed or agreed the graduate treated them with respect, professionalism, and they were ethical at their work place.   (Questions #2 & 6).

USE OF RESULTS:
Faculty will continue to focus on the importance of the student practicing within the profession's ethical and legal framework. These areas are addressed in Fundamentals of PTA I - IV and the Seminar class. Students receive reinforcement of these areas in all clinical practicums.

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

Professional Self-Development
Achievement goal changed: 50% of the students will attend a continuing education course and will have participated in an in-service at their place of employment within the 1st 6 months of employment.

This goals is never met due to the high achievement rate. The time frame for this achievement is too short due to some students not being employed very long within the 1st 6 months after leaving college and the students do not need continuing education hours until after the initial renewal of their license.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** PTA Student Survey Questions 15 and 17
  | **Outcome/Objective:** Professional Self-Development

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Administer and provide care
Achievement goal will remain the same at 100% of the employers will rate the PTA at a strongly agree or an agree rating for the appropriate behavior on the LLC 2010 PTA Program Employer Survey (#3,11-13). This was not achieved in 2013 due to receiving 2 responses of "No opinion". This was due to the setting where the alumni was at. The alumni was at pediatric setting where there is not a diverse population to work with and the alumni would not be working with staff due to it being a home health setting.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** PTA Program Employer Survey (Q3, 11-13)
  | **Outcome/Objective:** Administer and provide care

Responsible Person/Group: Faculty
Additional Resources: No
Professional Self Development
Achievement goal changed: 50% of the students will attend a continuing education course and will have participated in an in-service at their place of employment within the 1st 6 months of employment. Since changing this %, it still has not been met, but is more obtainable. The time frame for this achievement remains very short due to not all the alumni are even working for 6 months and they do not need continuing education hours until after the initial renewal of their license. The alumni are participating in more in-services.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** PTA Student Survey Questions 15 and 17
  | **Outcome/Objective:** Professional Self-Development

8: Professional Self-Development
Will continue to address this self-development for the graduates. This assessment will not be met due to the high percentage.
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** PTA Student Survey Questions 15 and 17
  | **Outcome/Objective:** Professional Self-Development

Implementation Description: Professional Self-Development -

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	470604

Degree Type	Certificate

Program Titles	Automotive Mechanic

Action

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

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

The Outcomes Assessment Plan for the Automotive Mechanic certificate indicates that most of the Student Learning Outcomes have been met over the past three years. Action plans have been developed for the Learning Outcomes that did not meet their achievement target.

Enrollment in the Automotive Mechanic certificate is increasing, particularly in light of dual credit and Career Academy students. Job placement is excellent (IDES reports shows 20+ annual average job openings in the Lake Land College district for Automotive Service Technicians). Graduates of this program have great success procuring employment in this field at auto dealers, auto parts stores, auto mechanic shops and self-employment in the automotive repair business. The technology associated with the automotive repair industry is changing very rapidly in the areas of hybrids and GPS controlled vehicles. Mechanics are required to have an increasing amount of training to keep current with technology.

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

The Automotive Mechanic program has a higher unit cost than the college average. This largely due to the equipment and proprietary computer programs needed

to diagnose modern vehicles which are associated with the program. However the unit cost for this program is lower than the statewide program average.

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

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

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

The software is updated on a regular basis and lab equipment is reasonably current. This summer will see the automotive shop get its first substantial overhaul in 30 years. This should result in more classroom space for the growing number of 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:**

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, development in disciplines or modifications to university transfer policies.

The current lack of a state budget and reduced Perkins grants may adversely affect the CRT.AUTO program.

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Automotive Mechanic CRT.AUTO
As of: 5/16/2016 09:42 AM CENTRAL

Mission / Purpose
Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goals
G 1: Program Goal
Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.

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

SLO 1: Program Outcome 1
Entry-level graduates with a certificate in Automotive Mechanic (981) will be able to communicate effectively and professionally in the automotive environment through proper use of verbal and written techniques.

Related Measures

M 1: Program Outcome Method 1
students shall role play in a customer/service writer situation with a fictional problem.
Source of Evidence: Academic direct measure of learning - other

Target:
80% of the students shall successfully role play in a customer/service writer situation with a fictional problem.

Evidence (2015-2016) - Target: Met
80% of the students completed this task.

Evidence (2014-2015) - Target: Met
100% of students completed this task

Evidence (2013-2014) - Target: Met
100% of students successfully completed this task

Evidence (2012-2013) - Target: Met
90% of students completed the customer role playing project

Evidence (2011-2012) - Target: Met
82% completed

Evidence (2010-2011) - Target: Not Met
75%

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Adjust time
Established in Cycle: 2010-2011
An extra hour will be added to the customer service role playing exercise an outside speaker will be invited to talk about the s...

Met
Established in Cycle: 2012-2013
We will continue to monitor the industry for changes needed to meet there needs

Monitor
Established in Cycle: 2013-2014
There were only 2 students in the certificate program this year. Tough to tell if changes need made. Will continue to monitor.

Role playing exercise
Established in Cycle: 2014-2015

Role playing exercises will continue to be used in intro to auto class
Monitor
Established in Cycle: 2015-2016
Continue to monitor the industry to determine if this task is accomplishing the desired results
SLO 2: Program Outcome 2
Apply mathematical skills in automotive problem solving.
Related Measures
M 2: Program Outcome Method 2
80% of the students shall correctly answer an OHMS law question embedded in the Electrical 1 final.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students shall correctly answer an OHMS law question embedded in the Electrical 1 final.
Evidence (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2014-2015) - Target: Not Reported This Cycle
Not reported this cycle
Evidence (2013-2014) - Target: Met
100% of students correctly answered the ohms law question embedded in the electrical 1 final
Evidence (2012-2013) - Target: Not Met
74% answered correctly
Evidence (2011-2012) - Target: Not Met
72% answered correctly
Evidence (2010-2011) - Target: Met
81% answered correctly.
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
Math using OHMS law
Established in Cycle: 2011-2012
More or newer/different real world examples of using OHMS law will be discussed in class
Ohms Law understanding
Established in Cycle: 2012-2013
Ohms law will be added to the syllabus of Intro to Auto class to hopefully reinforce the topic with the students.
Monitor
Established in Cycle: 2013-2014
There were only 2 students in the certificate program so it is difficult to assess this outcome. I will continue to monitor.
SLO 3: Program Outcome 3
Understand the laws and regulations concerning the handling and storage of hazardous materials used in the automotive repair field.
Related Measures
M 3: Program Outcome Method 3
The Intro to Auto Technology class shall be certified with S/P2.org.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the Intro to Auto Technology class shall be certified in Mechanical Pollution Prevention using S/P2.org.
Evidence (2015-2016) - Target: Met
80% of the Intro to Auto Technology Class became certified in pollution prevention
Evidence (2014-2015) - Target: Not Met

90% passed
Evidence (2013-2014) - Target: Met
100% of the students became certified in Hazardous Materials using S/P2.org
Evidence (2012-2013) - Target: Not Met
68.02% haz-mat certified
Evidence (2011-2012) - Target: Met
The Intro to Auto classes averaged a 94% pass rate
Evidence (2010-2011) - Target: Met
90%
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
Haz-mat certification
Established in Cycle: 2012-2013
The numbers were negatively effected by inactive students. Inactive students will be removed from the student list with SP2.or...
SP2.org
Established in Cycle: 2013-2014
We will continue using SP2.org for hazardous waste certification
Intro haz test
Established in Cycle: 2014-2015
Will look into using the haz material chapter in intro to automotive book next year
Update which test will be monitored
Established in Cycle: 2015-2016
Update the monitored test
SLO 4: Program Outcome 4
Be proficient in the use of modern diagnostic equipment to repair automotive systems consisting of mechanical, electrical and hydraulic systems.
Related Measures
M 4: Program Outcome Method 4
Students shall perform a job sheet satisfying NATEF task "8-B3" retrieving OBD2 trouble codes.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of the students shall perform a job sheet satisfying NATEF task "8-B1" retrieving OBD2 trouble codes.
Evidence (2015-2016) - Target: Met
84% of the Engine performance 1 classes performed NATEF task 8B3 retrieving OBD2 trouble codes
Evidence (2014-2015) - Target: Met
81% of the students completed task
Evidence (2013-2014) - Target: Met
100% of students completed NATEF task 8-B3
Evidence (2012-2013) - Target: Not Met
63% of class completed task 8-B-3
Evidence (2011-2012) - Target: Met
85% completed task
Evidence (2010-2011) - Target: Not Met
95%
Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.
Edit measure
Established in Cycle: 2010-2011

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

NATEF 8B3 OBDII code check
Established in Cycle: 2012-2013
Extra time will be allowed for the students to complete assigned job sheets.

NATEF task
Established in Cycle: 2013-2014
We will update our job sheets to keep up with the changing NATEF task list

Scan tools
Established in Cycle: 2014-2015
We continue to update the schools scan tools so they can perform to the industry standards

Change the NATEF task
Established in Cycle: 2015-2016
Change the monitored NATEF task from 8B3 to 8B1

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

Adjust ASE study time in computer diagnostics
The EP1 class will spend some more time analyzing ASE questions related to computer diagnostic
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

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

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

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

Edit measure
It had 100% target. That is very difficult to achieve because of students that quit coming or are failing and do not try to complete all of the required task. I have changed the measure from 100% to 90%
Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Math using OHMS law
More or newer/different real world examples of using OHMS law will be discussed in class
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: Meeting with automotive faculty informing them of the needed changes
Responsible Person/Group: Kevin Miller
Haz-mat certification
The numbers were negatively effected by inactive students.
Inactive students will be removed from the student list with SP2.org
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: remove inactive students
Responsible Person/Group: Kevin Miller
Met
We will continue to monitor the industry for changes needed to meet there needs
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

NATEF 8B3 OBDII code check
Extra time will be allowed for the students to complete assigned job sheets.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Implementation Description: extra time for job sheets
Responsible Person/Group: Kevin Miller
Ohms Law understanding
Ohms law will be added to the syllabus of Intro to Auto class to hopefully reinforce the topic with the students.
Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Implementation Description: add ohms law to Intro to Auto
Responsible Person/Group: Kevin
Monitor
There were only 2 students in the certificate program so it is difficult to assess this outcome. I will continue to monitor.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Monitor
There were only 2 students in the certificate program this year. Tough to tell if changes need made. Will continue to monitor.
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

NATEF task
We will update our job sheets to keep up with the changing NATEF task list
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Responsible Person/Group: Kevin Miller
SP2.org
We will continue using SP2.org for hazardous waste certification
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Intro haz test
Will look into using the haz material chapter in intro to automotive book next year
Established in Cycle: 2014-2015
Implementation Status: Planned

Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Role playing exercise
Role playing exercises will continue to be used in intro to auto class
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller
Scan tools
We continue to update the schools scan tools so they can perform to the industry standards
Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Responsible Person/Group: Kevin miller
Change the NATEF task
Change the monitored NATEF task from 8B3 to 8B1
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

- **Measure:** Program Outcome Method 4 | **Outcome/Objective:** Program Outcome 4

Responsible Person/Group: Kevin Miller
Monitor
Continue to monitor the industry to determine if this task is accomplishing the desired results
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller

Update which test will be monitored
Update the monitored test
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Kevin Miller

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	520701

Degree Type	Certificate

Program Titles	Entrepreneurship

Action

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

Improvements & Rationale for Action

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

The Entrepreneurship certificate program continues to meet its objectives. It is a short-term 18-credit hour certificate program designed to complement a management or marketing degree or to prepare students for opening their own small business. 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 2022 shows a predicted increase of 5.58%, while the Lake Land College district projects a decrease of 2.54%.

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 Entrepreneurship 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** (see attached assessment report)
☐ **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)

Lake Land College - District #51701

A brief description of emerging state-level problems and/or program issues that will eventually affect programs offered by the colleges and cannot be addressed at the local level. Such problems/issues might include licensure changes, trends in occupational demand, developments in disciplines or modifications to university transfer policies.
None Noted

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Entrepreneurship (NDP.ENTRE)
As of: 5/16/2016 09:44 AM CENTRAL

Goals
G 1: Program Goal
Prepare students for careers as entrepreneurs or small business managers.

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

SLO 1: Management Functions and Entrepreneurship
Demonstrate knowledge of the basic Management functions of planning, organizing, leading, and controlling and how each function fits into the entrepreneurship process.

Related Measures

M 1: Management Functions and Entrepreneurship
Students will develop a retailing plan (using a format provided by the instructor) for a proposed or existing establishment. A rubric will be developed to assess how well students addressed the following areas of their retailing plan: forecasting sales, calculating expenses, developing marketing strategies and planning for environmental forces impacting the business. 80% of the students will earn a score of at least 8 out of 10 on each of these four elements of the strategy.
Source of Evidence: Academic direct measure of learning - other

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

Evidence (2015-2016) - Target: Met
1, 2, 3, 4, & 5 Results: In summer 2015, 92 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2014-2015) - Target: Met
1, 2, 3, 4, & 5 2013 Results: In summer 2014, 100 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2013-2014) - Target: Met
1, 2, 3, 4, & 5 2013 Results: In summer 2013, 87 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2012-2013) - Target: Met
1, 2, 3, 4, & 5 2012 Results: In summer 2012, 91 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2011-2012) - Target: Met
1, 2, 3, 4, & 5 2011 Results: In summer 2011, 90 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2010-2011) - Target: Met
1, 2, 3, 4, & 5 2010 Results: In summer 2010, 85 percent scored 8 out of 10 or higher in each of the four evaluated areas.
1, 2, 3, 4, & 5 2009 Results: In summer 2009, 75 percent scored 8 out of 10 or higher in each of the four evaluated areas. 2008 Results: In summer 2008, 85 percent scored a "B" or higher in all categories. 2007 Results: In summer 2007, 80 percent scored a "B" or higher in all categories. 2006 Results: In summer 2006, 90 percent scored a "B" or higher in all categories.

SLO 2: Retail Strategy
Possess the needed skills to develop an effective retail strategy.

Related Measures

M 2: Retail Strategy

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidence (2015-2016) - Target: Met

1, 2, 3, 4, & 5 Results: In summer 2015, 92 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2014-2015) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2014, 100 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2013-2014) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2013, 87 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2012-2013) - Target: Met

1, 2, 3, 4, & 5 2012 Results: In summer 2012, 91 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2011-2012) - Target: Met

1, 2, 3, 4, & 5 2011 Results: In summer 2011, 90 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.   [Preview Formatting]

Evidence (2010-2011) - Target: Met

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

SLO 3: Legal Environment

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

Related Measures

M 3: Legal Environment

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidence (2015-2016) - Target: Met

1, 2, 3, 4, & 5 Results: In summer 2015, 92 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2014-2015) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2014, 100 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2013-2014) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2013, 87 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2012-2013) - Target: Met

1, 2, 3, 4, & 5 2012 Results: In summer 2012, 91 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2011-2012) - Target: Met

1, 2, 3, 4, & 5 2011 Results: In summer 2011, 90 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.   [Preview Formatting]

Evidence (2010-2011) - Target: Met

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

SLO 4: Retailing Aspects

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

Related Measures

M 4: Retailing Aspects

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidence (2015-2016) - Target: Met

1, 2, 3, 4, & 5 Results: In summer 2015, 92 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2014-2015) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2014, 100 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2013-2014) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2013, 87 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2012-2013) - Target: Met

1, 2, 3, 4, & 5 2012 Results: In summer 2012, 91 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2011-2012) - Target: Met

1, 2, 3, 4, & 5 2011 Results: In summer 2011, 90 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.   [Preview Formatting]

Evidence (2010-2011) - Target: Met

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

SLO 5: Marketing the Entrepreneurial Firm

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

Related Measures

M 5: Marketing the Entrepreneurial Firm

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

Source of Evidence: Academic direct measure of learning - other

Target:

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

Evidence (2015-2016) - Target: Met

1, 2, 3, 4, & 5 Results: In summer 2015, 92 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2014-2015) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2014, 100 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2013-2014) - Target: Met

1, 2, 3, 4, & 5 2013 Results: In summer 2013, 87 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2012-2013) - Target: Met

1, 2, 3, 4, & 5 2012 Results: In summer 2012, 91 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.

Evidence (2011-2012) - Target: Met

1, 2, 3, 4, & 5 2011 Results: In summer 2011, 90 percent of students scored 8 out of 10 or higher in each of the four evaluated areas.   [Preview Formatting]

Evidence (2010-2011) - Target: Met

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

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	47.0603

Degree Type	Certificate

Program Titles	Auto Body Repair

Action

☐ Continued with minor improvement
☐ Significantly modified
☐ Discontinued/Eliminated
☐ Placed on inactive status
☐ Scheduled for further review
☒ Other, please specify: This program is part of a statewide curriculum developed by the Illinois Department of Corrections. The schedule for updating and improving this program is determined by IDOC.

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 Auto Body Repair program continues to meet its objectives. It is a 25.5-credit hour certificate program designed to provide basic skills for an entry-level position in the field. Classrooms are located at the Vienna Correctional Center and Graham Correctional Center. A classroom at the Vandalia Correctional Center was closed in 2015 at the direction of the IDOC.

Daily enrollment in each remaining program is consistently 15 students. Both classrooms have waitlists of incarcerated persons waiting to enroll. As open-entry classes, students are enrolled on a weekly basis when a vacancy occurs. There have been a total of 318 completers in the last 5 years of the program.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Completers	44	102	80	39	53

Lake Land College - District #51701

Costs of this program are constant, including personnel costs and a basic commodities budget. The Illinois Department of Employment Security projects a 10% increase in statewide employment for auto body repairers by 2022. Students enrolled in the correctional classes return to all areas of the State.

Title	Base Year Employment 2012	Year Employment 2022	Employment Change 2012-2022		Annual Compound Growth
			Number	Percent	
Automotive Body & Related Repairers	8,411	9,279	868	10.32	0.99
Automotive Glass Installers & Repairers	297	325	28	9.43	0.91

The program utilizes a curriculum checklist as an assessment tool. Students are required to demonstrate proficiency on specific tasks. The program provides hands-on projects, including vehicle repair of staff vehicles so students may practice and master these tasks.

Principle Assessment Methods Used in Quality Assurance for this Program

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

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

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	47.0604

Degree Type	Certificate

Program Titles	Automotive Technology

Action

☐   Continued with minor improvement
☐   Significantly modified
☐   Discontinued/Eliminated
☐   Placed on inactive status
☐   Scheduled for further review
☒   Other, please specify: This program is part of a statewide curriculum developed by the Illinois Department of Corrections. The schedule for updating and improving this program is determined by IDOC.

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 Automotive Technology program within the Illinois Department of Corrections continues to meet its objectives. It is a certificate program with students earning a basic certificate after 29 credit hours and a second certificate after 13 additional credit hours. The program is designed to provide basic skills for an entry-level position in the field. Classrooms are located at the Big Muddy Correctional Center, Graham Correctional Center, Illinois River Correctional Center, Shawnee Correctional Center, Vienna Correctional Center, and Western Illinois Correctional Center.

Daily enrollment in each program is consistently 15 students. All six classrooms have waitlists of incarcerated persons waiting to enroll. As open-entry classes, students are enrolled on a weekly basis when a vacancy occurs. There have been a total of 428 Certificate I completers and 240 Certificate II completers in the last 5 years of the program.

Completers	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Certificate I	39	66	86	133	104
Certificate II	25	37	43	82	53

Costs of this program are constant, including personnel costs and a basic commodities budget. The Illinois Department of Employment Security projects a 9% increase in statewide employment for automotive techs/mechanics by 2022. Students enrolled in the correctional classes return to all areas of the State. The following data supports the continuing need for training in this area to meet future labor expectations.

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Title	Base Year Employment 2012	Projected Year Employment 2022	Employment Change 2012-2022		Annual Compound Growth
			Number	Percent	
Automotive Service Techs/Mechanics	29,402	32,110	2,708	9.21	0.88

The program utilizes a curriculum checklist as an assessment tool. Students are required to demonstrate proficiency on specific tasks. The program provides hands-on projects, including vehicle repair of staff vehicles so students may practice and master these tasks.

A weakness of the program is that the curriculum has not been updated since 2002 to ensure all relevant skills needed to work in the industry are reflected in the coursework. The schedule of revision for these statewide programs is determined by the Illinois Department of Corrections.

Principle Assessment Methods Used in Quality Assurance for this Program

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

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

Lake Land College - District #51701

CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	47.0606

Degree Type	Certificate

Program Titles	Small Engines

Action

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

Improvements & Rationale for Action
Please provide a brief description of the improvement made since the last review or reasons for other program decisions, proposed action plan for future improvements, and an estimated timeline.
This program is part of a statewide curriculum developed by the Illinois Department of Corrections. The schedule for updating and improving this program is determined by IDOC. Currently the 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)
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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CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	490205

Degree Type	Certificate

Program Titles	Commercial Truck Driver Training

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.

1. Newer truck and trailer purchased to ensure modern equipment in good condition is used by the students. There are plans to add a truck with an automatic transmission; this will enable teaching of both manual and automatic transmissions.
2. Expanded program to include location in Marshall, IL to better serve the communities to the South and East of Mattoon. We also serve Eastern Indiana at the Marshall location.
3. Became a Certified Provider for the National Safety Council Professional Truck Driver Course. The instructors have been certified through the training to help provide them with the knowledge to instruct the students to become safe, successful drivers.
4. Continuing to improve the lesson plans and training media for the classroom portion of training. This ensures we are staying current with industry standards. We have partnered with the campus radio program to provide voice-over for the PowerPoint presentations for audio learners (projected completion date is September 2016).
5. Implemented online End of Course critiques to help our instructors learn from the students and for ideas to help improve the course and focus on areas the students were unsure of.
6. Partnered with eight new companies to expand the knowledge of industry standards and needs as well as broaden the choices of the program in finding employment after graduation from the course.
7. Working with the computer programming department to update the maps and scenarios for the simulator program. The new scenarios will help students learn some of the skills they will need to be successful as a Commercial Motor Vehicle Operator (Expected Completion Date FY2017).
8. Moved the training yard from the off-campus location to an on-campus location. This area is blocked from traffic and has permanent lines painted on the pavement for the

students to practice the skills portion of the course. This was in response to new state testing guidelines.

9. Implemented new mid-term and final exams to ensure students have retained knowledge learned during the course.
10. Working to redesign the program website to allow for online enrollment (Expected Completion date FY2017)
11. Pending Certification to become Certified Training Provider on the Federal Entry Level Commercial Vehicle Driver Registry should Docket Number FMCSA-2007-27748 become law. This proposed law will require addition to the existing content and potential of blending online training prior to physical classroom training. (Expected Completion Date July 2019).
12. Formation of CDL Program Advisory Board. This will allow for interaction between education and industry to ensure best practices and anticipated trends are included in the program. (Expected Completion Date FY2017).

Principle Assessment Methods Used in Quality Assurance for this Program

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

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

None

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CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	13.1501

Degree Type	CRT

Program Titles	Paraprofessional Educator

Action

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

Improvements & Rationale for Action

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

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

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

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

CRT.PRPRO

2012	2013	2014	2015	2016
2	1	1	2	1

While enrollment is low, it still serve our local school districts when the need arises.
Coursework for the Paraprofessional Educator program consists of coursework used for other career programs, therefore no additional costs to the college were incurred, yet students have appropriate training for the career workforce.

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Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Paraprofessional Education-Teacher Aide CRT.PRPRO
As of: 5/16/2016 09:46 AM CENTRAL

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

Related Measures

M 1: Exit Interviews
75% of graduates with a Paraprofessional Certificate will be successfully employed in the field.
Source of Evidence: Academic direct measure of learning - other

Target:
Graduate will be gainfully employed in career field.

Evidence (2015-2016) - Target: Met
(Spring 2016) No student completing/graduating this year.

Evidence (2014-2015) - Target: Met
(Spring 2015) No students scheduled to graduate/provide documentation needed.

Evidence (2013-2014) - Target: Met
(Spring 2014) No Paraprofessional students enrolled in ECE125, the class needed to document information

Evidence (2012-2013) - Target: Met
(Spring 2013) No Paraprofessional students enrolled in ECE125, the class needed to document information.
(Spring 2012) No Paraprofessional students enrolled in ECE125, the class needed to document information.

Evidence (2010-2011) - Target: Not Met
(Spring 2007) No Paraprofessional graduates as students elected to take the two year AAS Degree instead of the Certificate option.
(Spring 2008) graduates chose the AAS Degree instead of the Certificate option. Revised curriculum beginning Spring 2004 to meet new ICCB recommended guidelines. Added two educational options - one a certificate and the other an AAS degree. All Spring 2008 graduates chose the AAS Degree instead of the Certificate option. Revised curriculum beginning Spring 2004 to meet new ICCB recommended guidelines. Added two educational options - one a certificate and the other an AAS degree.
(Spring 2009) No Paraprofessional Majors in Field Experience USE OF RESULTS: Evaluate current employment status and/or identify educational needs.
(Spring 2010) No Paraprofessional Majors in Field Experience, student chose AAS degree over certificate.
(Spring 2011) No Paraprofessional Majors in Field Experience, students chose AAS degree over certificate.

SLO 2: Employer Satisfaction
Employers of the Paraprofessional Certificate graduates will be satisfied with the education received by their employees.

Related Measures

M 2: Employer Survey

Surveys to employers of the Paraprofessional Certificate graduates will show a 70% or higher degree of satisfaction.
Source of Evidence: Academic direct measure of learning - other
Target:
Graduates with a Paraprofessional Certificate will be gainfully employed.
Evidence (2015-2016) - Target: Met
(Spring 2016) No CRT.PRPRO graduating this semester.
Evidence (2014-2015) - Target: Met
(Spring 2015) No students completing program this spring therefore no documentation provided.
Evidence (2013-2014) - Target: Met
(Spring 2014) No Paraprofessional students enrolled in ECE125, the class needed to document information
Evidence (2012-2013) - Target: Met
(Spring 2013) No Paraprofessional students enrolled in ECE125, the class needed to document information.
(Spring 2012) No Paraprofessional students enrolled in ECE125, the class needed to document information.
Evidence (2010-2011) - Target: Not Met
(Spring 2007) No graduates to assess employer satisfaction.
(Spring 2008) No graduates to assess employer satisfaction.
(Spring 2009) No graduates to assess employer satisfaction.
(Spring 2010) No graduates to assess employer satisfaction.
(Spring 2011) No graduates to assess employer satisfaction.

USE OF RESULTS: Continue monitoring and tracking information annually.

Curriculum changes will be adjusted as needed.

SLO 3: Diverse Populations
Work successfully with culturally, ethnically, and disability-related populations
Related Measures
M 3: Comprehensive
All students will receive a score of 70% or above on The EDU 190 final examination in the area of special populations.
Source of Evidence: Academic direct measure of learning - other
Target:
Passing score of 70% or above on EDU190 final exam.
Evidence (2015-2016) - Target: Met
(Spring 2016) No CRT.PRPRO enrolled this semester in EDU190.
Evidence (2014-2015) - Target: Met
(Spring 2015) One paraprofessional student enrolled completed the EDU190 course and passed with a score of 70% or above.
Evidence (2013-2014) - Target: Met
(Spring 2014) No Paraprofessional students enrolled in EDU190, the class needed to document information
Evidence (2012-2013) - Target: Met
(Spring 2013) No Paraprofessional students enrolled in EDU190, the class needed to document information.
(Spring 2012) No Paraprofessional students enrolled in EDU190, the class needed to document information.

Evidence (2010-2011) - Target: Not Met
(Spring 2007) No Paraprofessional Certificate Majors enrolled in EDU190
(Spring 2008) No Paraprofessional Certificate Majors enrolled in EDU190
(Spring 2009) No Paraprofessional Certificate Majors enrolled in EDU190
(Spring 2010) No Paraprofessional Certificate Majors enrolled in EDU190
(Spring 2011) No Paraprofessional Certificate Majors enrolled in EDU190

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USE OF RESULTS: Additional critical thinking exercises will be added as embedded activities to the course.

SLO 4: Comprehensive
95% of students will score 75% or above on the ECE 095 comprehensive final examination.
Related Measures
M 4: Comprehensive
95% of students will score 75% or above on the ECE 095 comprehensive final examination.
Source of Evidence: Academic direct measure of learning - other
Target:
A score of 75% or above on the ECE 095 comprehensive final examination
Evidence (2015-2016) - Target: Met
(Spring 2016) No CRT.PRPRO enrolled in ECE095 this semester.
Evidence (2014-2015) - Target: Met
(Spring 2015) No Paraprofessional student enrolled in ECE095 to provide appropriate documentation.
Evidence (2013-2014) - Target: Met
(Spring 2014) No Paraprofessional students enrolled in ECE095, the class needed to document information
Evidence (2012-2013) - Target: Met
(Spring 2013) No Paraprofessional students enrolled in ECE095, the class needed to document information.
(Spring 2012) No Paraprofessional students enrolled in ECE095, the class needed to document information.
Evidence (2010-2011) - Target: Not Met
(Spring 2007) No Paraprofessional Education Certificate Majors in ECE095 Course
(Spring 2008) No Paraprofessional Education Certificate Majors in ECE095 Course
(Spring 2009) No Paraprofessional Education Certificate Majors in ECE095 Course
(Spring 2010) No Paraprofessional Education Certificate Majors in ECE095 Course
(Spring 2011) No Paraprofessional Education Certificate Majors in ECE095 Course

USE OF RESULTS: A study guide will be given to students to assist in preparing for the comprehensive final exam.

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CTE PROGRAM REVIEW REPORT FOR 2016

6-digit CIP	19.0709

Degree Type	CRT

Program Titles	Nanny Child Care Provider

Action

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

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

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

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

Enrollment figures for the Nanny Child Care Provider certificate

CRT.NCCP

2012	2013	2014	2015	2016
3	2	1	0	1

Enrollment continues to be low in this certificate, but does provide a need for some students.
The majority of the coursework for the Nanny Child Care Provider program consists of coursework used for other career programs with the exception of one specialized nanny course, therefore little additional costs to the college were incurred, yet students have appropriate training for the career workforce.

Lake Land College - District #51701

Principle Assessment Methods Used in Quality Assurance for this Program

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

Statewide Program Issues (if applicable)

Lake Land College Weave Online Report
Detailed Assessment Report
2015-2016 Nanny Child Care Provider CRT.NCCP
As of: 5/16/2016 09:47 AM CENTRAL

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: Early Childhood Practice
Demonstrate good early childhood practice and working knowledge of child growth and development.

Related Measures

M 1: Student Evaluation
On site supervisors will rate students' performance as satisfactory (80%) or above on their ECE125 Field Experience Evaluation regarding this criteria.
Source of Evidence: Academic direct measure of learning - other

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

Evidence (2015-2016) - Target: Met
(Spring 2016) There are no current Nanny graduates.

Evidence (2014-2015) - Target: Met
(Spring 2015) There are currently no Nanny graduates.

Evidence (2013-2014) - Target: Met
(Spring 2014) There are currently no Nanny graduates.

Evidence (2012-2013) - Target: Met
(Spring 2013) Currently 1 nanny graduate, graduate received 80% or above on Field Experience evaluation.
(Spring 2012) No "nanny" graduates.

Evidence (2010-2011) - Target: Met
(Spring 2009) No "nanny" graduates
(Spring 2010) No "nanny" graduates
(Spring 2011) One "nanny" graduate - graduate received satisfactory (80%) or above on their ECE125 Field Experience Evaluation.

USE OF RESULTS: Write performance improvement plans as needed.

SLO 2: Developmental Milestones
Apply skills and knowledge needed to provide for the child's physical, intellectual, emotional and social well-being in a family home setting.

Related Measures

M 2: Student Evaluation
Supervisor in family setting will rate student satisfactory (80%) or above on ECE125 on Field Experience evaluation regarding this criteria.
Source of Evidence: Academic direct measure of learning - other
Target:

Supervisor will score "nanny" student 80% or above on Field Experience evaluation
Evidence (2015-2016) - Target: Met
(Spring 2016) There are no current Nanny graduates.
Evidence (2014-2015) - Target: Met
(Spring 2015) Currently no Nanny students enrolled in ECE125 Field Experience.
Evidence (2013-2014) - Target: Met
Spring 2014) there are currently no Nanny majors in ECE125- Field Experience.
Evidence (2012-2013) - Target: Met
(Spring 2013) Current nanny graduate scored 80% or above on Field Experience evaluation.
(Spring 2012) No "nanny" graduates.
Evidence (2010-2011) - Target: Met
(Spring 2009) No "nanny only"
(Spring 2010). One "nanny" student enrolled in ECE 125, Student did not complete the course.
(Spring 2011) One "nanny" student enrolled in ECE125, supervisor scored (80%) or above using Field Experience evaluation

USE OF RESULTS: Continue effectiveness and meet individual student needs as they arise.
SLO 3: Health/Safety Practices
Demonstrate and apply appropriate health and safety needs for young children as well as handle minor accident and emergency situations.
Related Measures
M 3: Academic Direct
Proof of First Aid and CPR Certification
Source of Evidence: Academic direct measure of learning - other
Target:
100% of students enrolled in ECE125 will have American Red Cross first aid and CPR certification.
Evidence (2015-2016) - Target: Met
(Spring 2016) There are no current Nanny graduates.
Evidence (2014-2015) - Target: Met
(Spring 2015) Currently no Nanny majors enrolled in ECE125.
Evidence (2013-2014) - Target: Met
Spring 2014) There are currently no Nanny majors in ECE125- Field Experience.
Evidence (2012-2013) - Target: Met
(Spring 2013) Current nanny graduate has on file First Aid/CPR Certification.
(Spring 2012) No "nanny" graduates.
Evidence (2010-2011) - Target: Met
(Spring 2009) No students currently enrolled in ECE125
(Spring 2010) One student currently enrolled in ECE125, student did not complete course
(Spring 2011) One nanny student enrolled in ECE125 - This student
had on file with the Program Coordinator certification verification of American Red Cross first aid and CPR.

USE OF RESULTS: Maintain student files.
SLO 4: CDA 13 Functional Areas
Demonstrate competency in the National Association for the Education of Young Children CDA (Child Development Associate) thirteen functional areas.
Related Measures
M 4: Portfolio
Program instructor will evaluate Field Experience notebook/project for inclusion of the criteria regarding the CDA 13 functional areas based on content and validity in regards to young children. 95% of students will score 75% or above.

Source of Evidence: Academic direct measure of learning - other
Target:
95% of students will score 75% or above on their Field Experience notebook
Evidence (2015-2016) - Target: Met
(Spring 2016) There are no current Nanny graduates.
Evidence (2014-2015) - Target: Met
(Spring 2015) Currently no Nanny majors enrolled in ECE125.
Evidence (2013-2014) - Target: Met
Spring 2014) there are currently no Nanny majors in ECE125- Field Experience.
Evidence (2012-2013) - Target: Met
(Spring 2013) One nanny graduate, (100%) scored 75% or above on Field Experience notebook.
(Spring 2012) No "nanny" graduates.
Evidence (2010-2011) - Target: Met
(Spring 2009) No current students completing ECE125- Field Experience
(Spring 2010) No "nanny" student completing ECE125- Field Experience
(Spring 2011) One nanny graduate, student received a score of 75% or above on their Field Experience notebook/project.

USE OF RESULTS: Implement a mid-term checklist, maintain project, and update as needed.

SLO 5: Employment
Graduates seeking employment in the field will be gainfully employed.
Related Measures
M 5: Academic Direct
Contact will be made with student's regarding employment status in the early childhood field in respect to the "Nanny" field.
Source of Evidence: Academic direct measure of learning - other
Target:
Nanny graduates will be gainfully employed.
Evidence (2015-2016) - Target: Met
(Spring 2016) There are no current Nanny graduates.
Evidence (2014-2015) - Target: Met
(Spring 2015) No Nanny Majors completing Spring 2015. The program continues to receive employment notices for individuals seeking to hire a Nanny.
Evidence (2013-2014) - Target: Met
(Spring 2014) There are currently no Nanny graduates.
Evidence (2012-2013) - Target: Met
(Spring 2013) Current nanny graduate is employed in the early childhood career field.
(Spring 2012) No "nanny" graduates.
Evidence (2010-2011) - Target: Not Reported This Cycle
Contact with 2008 graduates reveal one student is currently employed as a "nanny". Phone contact with employer reveals 100% satisfaction with current employee. Contact with 2005 Nanny graduate regarding employment status indicated current employment. Contact in 2006 indicates student still employed in the Nanny Field.
(Spring 2009) No "nanny" graduates.
(Spring 2010) No "nanny" graduates.
(Spring 2011) One "nanny" graduate, currently looking for employment

USE OF RESULTS: Will update Early Childhood Facility and Nanny Directory of potential employees and inform student to remain in contact with Career Planning & Placement and Program

office.

SLO 6: Employer Satisfaction
Employers will be satisfied with the training graduates received at Lake Land College.
Related Measures
M 6: Employer Survey
Employers will rate students' performance as satisfactory or above on the Lake Land College Employer Follow-Up Survey.
Source of Evidence: Academic direct measure of learning - other
Target:
100% of "nanny" graduates will receive satisfactory ratings on LLC employer follow-up survey
Evidence (2015-2016) - Target: Met
(Spring 2016) There are no current Nanny graduates.
Evidence (2014-2015) - Target: Met
(Spring 2015) No nanny graduates however the program continues to receive employment notices for individuals looking to hire a Nanny.
Evidence (2013-2014) - Target: Met
(Spring 2014) There are currently no Nanny graduates however the program still receives numerous calls looking for qualified individuals to provide care based on information heard about LLC Nanny Program.
Evidence (2012-2013) - Target: Met
(Spring 2013) Current nanny graduate (100%) received satisfactory ratings on follow-up survey.
(Spring 2012) No "nanny" graduates.
Evidence (2010-2011) - Target: Not Reported This Cycle
Employer indicated satisfactory ratings on students' performance as a nanny in (2008/09) Employer indicted satisfactory ratings on student's performance as a nanny in 2006.
(Spring 2010) Employer contact not initiated due to no graduates in the "nanny" program.
(Spring 2011) Recent graduate looking for employment.

USE OF RESULTS: Re-evaluate program based on strengths and weaknesses indicated.

Section 3

Academic Disciplines

Social and Behavioral Sciences

2016 ICCB Report Social Science/Education Division

The Social Science and Education division at Lake Land College encompasses many academic areas that include six different social science disciplines as well as teacher education, child care, human services, law enforcement, physical education, recreation and health studies. The division courses offered service students in a variety of disciplines both transfer and non-transfer. While some of our areas have only a handful of majors in their specific discipline, the courses provide a variety of opportunities for students completing their general education requirements for other disciplines within the college. These courses offer a variety that fulfill the graduation requirements for other programs on campus and provide the student with a well-rounded educational experience. It also offers the students opportunities to enrich their education through multi-cultural exposure that are not as prevalent in other areas of academia. Our courses are offered in a variety of delivery methods and at different locations to serve the needs of our students. We have traditional, online, distance learning, and hybrid course offering both on the main campus and at our extension sites.

The biggest concern of the division is the decline in enrollment in all areas. This is a trend that is occurring state wide and one of concern.

One of the most significant challenges seen over the past few years has been in the area of Teacher Education programs. These programs at one time had some of the largest enrollment numbers. This is the area in our division where we have seen a significant drop in the number of students majoring in these areas. This is a state wide trend and one of concern. The state is already predicting a future teacher shortage as a result. We are being proactive and trying a variety of methods to encourage students to consider teaching as a career. One of the most recent additions is employment of a peer-to-peer student worker to work on marketing to students in all areas of the Social Science and Education division. We hope this personal approach will increase our overall numbers in all of our academic areas. This is in addition to many college wide initiatives taking place to increase the marketing of our college.

Our Criminal Justice program continues to be very popular. The general outlook for employment in this field continues to be strong. There have been many changes made to the program since the last division report. The formation of an advisory committee has resulted in many suggestions and new implementations. The advisory committee is made up of area law enforcement officials as well as representatives from 4 year schools. This past year we have brought back the Associate of Applied Science degree in Law Enforcement. This is a direct result of the work of the Advisory

Committee. One of the most significant findings of this group was that students lack some basic police skills not learned in theory classes. As a result, more hands on activities and courses have been added to the curriculum. There was also concern that some students do not want to complete a bachelor's degree and many of the agencies do not require such a degree.   As a result, the applied science degree was brought back to active status. The program provides course work that makes the student more job ready while still providing an avenue for those desiring to continue their education. An internship program was also added to the curriculum as a result of the advisory committee. This provides students with hands-on experience working in cooperation with local law enforcement.

We continue to explore new avenues in all areas of our division. As a need arises or as requirements for transfer or jobs change, we are pro-active in our approach to meet these changes and challenges.

The most significant strength of the Social Science and Education Division as a whole is the diverse backgrounds of our faculty, the expertise they have in their subject matter, innovation, and the autonomy they have in the classroom. The courses in our division provide the students with the opportunity to explore many different subjects and give them the opportunity to challenge their critical thinking skills and develop skills to continue to be life-long leaners.

At the time of our last report, Lake Land College did not assess courses, but assessment consisted of program evaluation. This has been addressed, and the college is now assessing individual courses as well as programs. This system has been very beneficial in aligning courses and providing consistency across the board. Since the inception of course evaluations, we are using the data that we gather each semester to improve the consistency and equality of the courses we teach. Our division has a large number of adjunct faculty teaching courses in our disciplines. As far as course policies, we continue to work with our adjunct faculty to share ideas to help support the equitable nature and consistency of our courses. A website has been developed that contains many useful resources and policy to assist the adjunct instructor. A system of adjunct peer evaluation has been developed and implemented to assist adjunct consistency in the disciplines they are teaching.   Course assessment has beneficial in this area as well.

The area of critical thinking abilities of the students is an ongoing issue. While we are not able to solve the issue alone, we are incorporating more writing and questioning techniques in the classroom that will develop and hone those critical thinking skills.

This is an area of frequent discussion at our division meetings, and we continue to share ideas to improve this process.   The division continues to be a strong division offering a variety of courses for a diverse group of students. The division members are committed to excellence in education, innovation, and collaboration. Our students transfer successfully to four year institutions or make the successful transition into the world of work. Our transfer students consistently have higher GPA's upon graduation that those native to the institution.

As a division we strive to meet the challenges we face through a cooperative and collaborative relationship. We will continue to grow as a division and meet the needs of our students, the college and society.

SECTION 4

Cross-Disciplinary Review

Transfer Functions and Programs including the AA, AS, AES, AFA, AAT and the AGS degree programs

Lake Land College - District #51701

CROSS-DISCIPLINARY REVIEW REPORT TEMPLATE

SUMMARY REPORT OF REVIEW RESULTS - CROSS-DISCIPLINARY PROGRAMS REVIEWED IN
ACADEMIC YEAR 2016

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

Cross-Disciplinary Program	Transfer Programs and Functions – AA, AS, AES, ALS

Improvements or Rationale for Action

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

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

In accordance with the Illinois Board of Higher Education and the Illinois Community College Board; and in conjunction with the Illinois Transfer Coordinators Association, Lake Land College is an active, participating member of the Illinois Articulation Initiative (IAI) which "helps ease the

transfer of students among Illinois public and independent, associate and bachelor's degree granting institutions" (IBHE, 2016.) Please note that Lake Land College adheres to the intent of the IAI which is to "foster seamless transfer among more than 100 participating institutions through the development of a general education core curriculum and establishment of faculty panels to articulate courses that prepare students for work in specific majors" (IBHE, 2016).

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

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

☐ Standardized assessments
☐ Certification and licensure examination results
☐ Writing samples
☐ Portfolio evaluation
☐ Course embedded questions
☐ Student surveys
☐ Analysis of enrollment, demographic and cost data
☒ Other, please specify: *Transfer Programs and Its Function is included in the institutional assessment process at Lake Land College.*

Statewide Program Issues (if applicable)

N/A

Lake Land College - District #51701

1. Number of students graduating with transfer degrees:

Degree	2011	2012	2013	2014	2015
AA	136	128	135	143	144
AES	4	3	3	8	7
ALS	96	134	185	229	231
AS	205	203	181	256	233

2. Transfer report:

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

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

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

4. The Process used to Develop Transfer Courses at LLC
    Lake Land College faculty follow a rigorous curriculum process when developing all courses at LLC including those that are transfer level. Currently, transfer level courses can be identified via an alpha-numeric system with transfer courses having course numbers of 100 or higher (ENG 120, SPE 111, BIO 100, etc.) Faculty meet with their respective division chairs prior to the development of new transfer curricula with curricula development being a direct result of assessment activities throughout campus. Once the need has been determined and a course outline has been developed, formal, appropriate documentation is submitted to the campus Curriculum Committee for review. The documentation is reviewed and is distributed throughout campus for feedback, during which time Curriculum Committee members are expected to provide appropriate comment. The respective curriculum is then submitted for formal approval to the Committee. Once approved internally, LLC begins the process of meeting all ICCB/IBHE/IAI requirements. Upon receipt of notification from ICCB that the course has received all appropriate and necessary approvals, the transfer course is readied for offering in subsequent semesters.

5. Lake Land College is an active member of the Transfer Coordinator of Illinois Colleges and Universities, participates in all Illinois Articulation Activities, participates in U-Select activities, and participates with all I-Transfer activities.

6. Though I-Transfer and the IAI agreement (including the GECC) are used by Lake Land College for all transfer students within the state of Illinois, Lake Land College highlights several specific articulation agreements with institutions where the majority of LLC transfer students attend:

Lake Land College - District #51701

	LAKE LAND COLLEGE	EIU
AS	Business Administration	BS Business - Accountancy
AS	Business Administration	BS Business - Management Information Systems
AS	Business Administration	BS Business - Finance Option
AS	Business Administration	BS Business - Management Option
AS	Business Administration	BS Business - Marketing Option
AAS	Criminal Justice	BA Sociology
AAS	Agriculture Business and Supply	BA Sociology
AAS	Child Care & Family	BS Family & Consumer Sciences - Family Services Option
AS	Earth Science (Geology-Geography)	BS Geology
AAS	Human Services	BA Sociology
AS	Economics	BA Economics
AS	Earth Science Geology-Geography	BS Geography
AAS	Human Services	BS Family and Consumer Sciences - Family Services Option
ALS	Liberal Studies/Pre-Career and Organizational Studies	BS Career and Organizational Studies
AS	Agriculture - (Model 1)	BA Communication Studies - Corporate Communication
AAS	Agriculture Business and Supply	BA Communication Studies
AS	Agriculture - (Model 2)	BA Communication Studies - Corporate Communication
AAS	Building Construction Technology	BS Applied Engineering and Technology
AAS	Civil Engineering Technology	BS Applied Engineering and Technology
AA	Liberal Studies General Studies	BA Degree
AS	Physical Education	BS Physical Education with Teacher Certification Option K-12
AAS	Human Services (Psychology Concentration)	BA Psychology
AAS	Computer Integrated Manufacturing	BS Applied Engineering
AS	Biological Sciences (non-teaching)	BS Environmental Biology Sciences
AS	Biological Sciences (non-teaching)	BS Biological Sciences
AA	Psychology	BS Communication Disorders and Sciences
AAS	Radio Television Broadcasting	BA Communication Studies (with Electronic Media Production)
AAS	Human Services (Health Concentration)	BS Health Studies (Health Concentration)
AAS	Electronic Engineering Technology	BS Applied Engineering and Technology
AAS	(A.D.N.) Nursing	BS Nursing
AAS	Computer Aided Design	BS Applied Engineering Technology

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AAS	Accounting	BS Organizational and Professional Development
AAS	Management	BS Organizational and Professional Development
AAS	Marketing	BS Organizational and Professional Development
AAS	Information Technology (Web Technology)	BS Organizational and Professional Development
AA	Speech Communication	BA Communication Studies
AA	Liberal Arts	BA Journalism
AA	Liberal Arts B.A. Foreign Language	BA Foreign Language
AAS	Administrative Assistant-Legal	BS Organizational and Professional Development
AAS	Administrative Assistant-Medical	BS Organizational and Professional Development
AAS	Administrative Assistant-Executive	BS Organizational and Professional Development
AAS	Office Management	BS Organizational and Professional Development
AAS	Desk Publishing-Graphic Design	BS Career and Organizational Studies Program
AAS	Information Technology (Programming)	BS Organizational and Professional Development
AAS	Information Technology - Concentration Computer Applications	BS Organizational and Professional Development
AAS	Information Technology - Concentration Network Administration	BS Organizational and Professional Development
AAS	Paramedical Services	BS Health Studies First Responder Option
AAS	Paramedical Services (2/BIO 100)	BA Health Studies First Responder Option
AAS	Information Technology - Network Administration	BS Business - Management Information Systems
AAS	Information Technology - Web Technology	BS Business - Management Information Systems
AAS	Information Technology - Programming	BS Business - Management Information Systems
AS	Business Education	BS Career and Technical Education Business
ISU		
	LAKE LAND COLLEGE	**INDIANA STATE**
AS	BUSINESS ADMINISTRATION	BS BUSINESS ADMINISTRATION
AS	CRIMINAL JUSTICE	BS CRIMINOLOGY
AA	ENGLISH	BS ENGLISH
AS	HEALTH EDUCATION	BS COMMUNITY HEALTH

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AS	PRE-PHARMACY	BS ENVIRONMENTAL HEALTH SCIENCE
AS	BUSINESS ADMINISTRATION	BS ACCOUNTING
AS	BUSINESS ADMINISTRATION	BUSINESS EDUCATION
AS	BUSINESS ADMINISTRATION	BS FINANCE
AS	BUSINESS ADMINISTRATION	BS FINANCIAL SERVICES
AS	BUSINESS ADMINISTRATION	BS INFORMATION DESIGN END-USER COMPUTING
AS	BUSINESS ADMINISTRATION	BS INSURANCE AND RISK MANAGEMENT
AS	BUSINESS ADMINISTRATION	BS MANAGEMENT
AS	BUSINESS ADMINISTRATION	BS MANAGEMENT INFORMATION SYSTEMS
AS	BUSINESS ADMINISTRATION	BS MARKETING
AS	BUSINESS ADMINISTRATION	BS OPERATIONS MANAGEMENT AND ANALYSIS
AS	ELEMENTARY EDUCATION	BS ELEMENTARY EDUCATION (WITH OPT SPECIAL ED LIC)
AAS	NURSING	BS Nursing
AAS	HUMAN SERVICES	BSW SOCIAL WORK
AA	SOCIOLOGY/SOCIAL WORK	BSW SOCIAL WORK
AA/AS	ANY APPROVED ADULT & CAREER EDUCATION PROGRAM	BS ADULT AND CAREER EDUCATION
AA/AS	ANY HUMAN RESOURCES DEVELOPMENT PROGRAM	BS HUMAN RESOURCE DEVELOPMENT
AAS	INFORMATION TECHNOLOGY-COMPUTER APPLICATIONS	BS INFORMATION TECHNOLOGY
AAS	INFORMATION TECHNOLOGY-NETWORK ADMINISTRATION	BS INFORMATION TECHNOLOGY
AAS	INFORMATION TECHNOLGOY-PROGRAMMING	BS INFORMATION TECHNOLOGY
AAS	INFORAMTION TECHNOLOGY-WEB TECHNOLOGY	BS INFORMATION TECHNOLOGY
AAS	ANY APPROVED TECHNICAL PROGRAM	BS TECHNOLOGY MANAGEMENT
AS	ANY APPROVED TECHNICAL PROGRAM	BS TECHNOLOGY MANAGEMENT
MILLIKIN		
	LAKE LAND COLLEGE	**MILLIKIN UNIVERSITY**
	AS BUSINESS ADMINISTRATION	BS BUSINESS
	EARLY CHILDHOOD EDUCATION	
	ELEMENTARY EDUCATION	
	NURSING	

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ST MARY		
	LAKE LAND COLLEGE	**ST MARY OF THE WOODS**
	ANY GRADUATE MEETING REQUIREMENTS OF AGREEMENT	ADMISSION AS A JUNIOR LEVEL
SIU		
	LAKE LAND COLLEGE	**SOUTHERN ILLINOIS UNIVERSITY**
	GRADUATES IN SPECIFIC PROGRAMS	ADMISSION TO 'CAPSTONE' PROGRAM NOT 2+2
ST MARY		
	LAKE LAND COLLEGE	**SIU EDWARDSVILLE**
AS	ASSOCIATES DEGREE	BS Nursing

Lake Land College

Transfer Student Report

2015

Office of Institutional Research

April 2015

M. Lynn Breer, PhD

Director of Institutional Research

Lake Land College - District #51701

This report is prepared annually. Section I of this report examines how well Lake Land College students do academically when they transfer to public universities in Illinois. Although Lake Land students transfer to multiple colleges and universities, the academic data presented in this report are based on information received from several Illinois universities where the majority of Lake Land students transfer. The universities include Eastern Illinois University (EIU), Illinois State University (ISU), Southern Illinois University at Carbondale (SIUC), Southern Illinois University at Edwardsville (SIUE), University of Illinois at Urbana/Champaign (UIUC), and Western Illinois University (WIU). The universities provide the information in a variety of formats and for different timelines. These differences are noted in the tables.

Section II of this report provides a more in depth view of where Lake Land College students transfer. Using data obtained from the National Student Clearinghouse (NSC)[1], this section focuses on students who attended Lake Land as their first college between January of 2007 and spring semester of 2013. Information presented on these students includes the following 1) in state and out of state transfer colleges/university; 2) number of LLC graduates who transfer; 3) number of LLC graduates who transfer and graduate from another college/university; 4) number of LLC non-graduates who transfer and graduate; and 5) number of LLC non-graduates who transfer and do not graduate.

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[1] The data from the National Student Clearinghouse is somewhat limited in regards to graduation information. The NSC can only provide graduation and transfer data for those colleges and universities that supply this data to them. So the numbers presented based on NSC data are under estimates.

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SECTION I

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

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

Although a number of factors influence where a student chooses to complete their four year degree, location seems to be a major factor for Lake Land students. The vast majority of students from Lake Land (71.6%) transfer to EIU. SIUC is the next most popular transfer sites at 16% followed by SIUE at 6.9% and ISU at 3.3%.

Students can choose from a large number of majors at each university. To simplify reporting, all of these majors have been combined into sixteen different majors. For example, business majors would include accounting, business administration, marketing, management, and any other major in the business field. Majors that do not fall in the first fifteen categories are included in the unknown or other category. A summary of the breakdown of transfer students by majors by universities can be found in Table 3 for EIU, ISU, SIUC, and SIUE.

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One approach to measuring the success of Lake Land transfer students is to compare their GPAs at each university with other community college transfers and native students. As shown in Table 2, Lake Land students had higher GPAs than other community college transfers and native students at EIU, ISU, SIUE, SIUC, and WIU. Lake Land Students had higher GPAs than native students at UIUC but and the same average GPA as students from other community colleges. Given that 98.1% of Lake Land transfers had higher GPA's than both other community college transfers and native students, it seems that former Lake Land Students are doing very well after transferring.

Eastern Illinois University

During the fall 2014 semester, 1,059 former Lake Land students attended EIU, constituting 71.6 percent of all student transfers from Lake Land included in this report. These former Lake Land students had an average GPA of 2.99 while other community college transfers had an average GPA of 2.94 and native students had a 2.63 average. The majority of these transfer students chose a math or science major (219 students or 20.4%). Business was the next favored major at 18.9% followed by social science at 15.6% and education at 10%. Around eighty-seven percent of Lake Land transfers were in good academic standing, almost four percent had academic warnings, one percent was on probation and one percent had dismissals.

Illinois State University

During the fall 2014 semester, ISU had 49 Lake Land transfer students. Of the Lake Land transfer students attending one of the six universities in this report, three percent transferred to ISU. Lake Land College transfer students had higher GPAs than native ISU students and other community college transfers. Lake Land transfer students' average GPA was 3.15 while native ISU students had an average GPA of 2.99 and other community college transfer students' average GPA was 2.98. Of the 49 transfer students, 46.9 percent chose Agriculture as a major. The next most popular majors included business (12.2 percent), social sciences (10.2 percent), and education (8.2%). Almost 98 percent of Lake Land transfers to ISU were in good academic standing and 2 percent were on probation.

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Southern Illinois University-Carbondale

After EIU, SIU at Carbondale is the second most popular choice for Lake Land transfers. 237 former Lake Land students attended SIUC in the fall of 2014. Lake Land transfers seem to do well at SIUC. On average their GPA (3.19) is higher than both other community college transfers (2.98) as well as native students (2.66). A slightly higher percentage of Lake Land transfers are in good academic standing when compared to native students (64.1 percent compared to 58.6 percent respectively) as well as other community college transfer students (64.1 percent compared to 50.1 percent respectively). However, the academic standing of almost one third of each of these groups is not available. The most popular choice for majors is agriculture (18.6%) followed by math and science (14.3%), engineering (13.9%), and social science (11.4%).

Southern Illinois University-Edwardsville

One hundred and two former Lake Land students attended SIUE in the fall of 2013. Lake Land transfers seem to do well at SIUE. On average their GPA (3.19) is higher than both other community college transfers (2.99) as well as native students (2.68). Around 98 percent of Lake Land students are in good academic standing and less than 2 percent are on probation. SIUE provides the top 10 interest areas (majors) for transfer students and 54 students were enrolled in these majors. The majority of these students are in the nursing program (40.7%) followed by business (14.8%), math and sciences (9.3%), and civil engineering (9.3%). In the spring of 2013, 17 former Lake Land College students graduated from SIUE with an average GPA of 3.32. Four of these students graduated from the nursing program and an additional four graduated with a degree in mechanical engineering. In the spring of 2014, three former Lake Land students graduated from the nursing program with an average GPA of 3.19.

University of Illinois-Urbana/Champaign

Twenty-eight former Lake Land students were attending UIUC in the fall of 2014. The average GPA for Lake Land transfer students (3.45) was higher than the average GPA of native students (3.25) and almost equal to other community college transfers (3.46). Ninety-three percent of former Lake Land students were in good academic standing while 7 percent (2 students) were on probation. Instead of providing information on the number of former Lake Land students by major, UIUC provided information related to the number of credit hours taken by major. The most credit hours were taken in agriculture (102). The number of credit hours dropped to 38 for

Lake Land College - District #51701

physical science, 36 for social science, 26 for public administration, and 25 for math and science. The remaining hours were spread across a wide variety of curricula which had 22 or fewer credit hours.

UIUC also provided a status update for the fall 2011 transfer cohort. This cohort consisted of 15 students of which 11 (73%) have received a bachelor's degree. The remaining four students are no longer enrolled. The average GPA of these 15 students was 3.31 which is higher than the average GPA of all native students who are juniors (3.23) and slightly lower than all other community college transfer students in this cohort (3.43).

Western Illinois University
WIU had four newly transferred student from Lake Land College in fall 2014. On average, former Lake Land students at WIU had higher GPAs (3.30) than other community

college transfers (2.87) and native students (2.60). All of the Lake Land College transfer students

(100%) were in good academic standing.

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TABLE 1 FORMER LAKE LAND STUDENTS ENROLLED AT PUBLIC SENIOR INSTITUTIONS

Institution	Term/Academic Year	n	%
Eastern	Fall 2014	1,059	71.6%
Illinois State	Fall 2014	49	3.3%
Southern-Carbondale	Fall 2014	237	16.0%
Southern-Edwardsville	Fall 2013	102	6.9%
U of I Champaign	Fall 2014	28	2%
Western	Fall 2014	4	<1%
Total		1,479	

TABLE 2
AVERAGE CUMMULATIVE GRADE POINT AVERAGES FALL

Institution	Lake Land Transfers		Other CC Transfers		Native or All Other Students	
	n	GPA	n	GPA	n	GPA
Eastern	1,059	2.99	4,922	2.94	2,031	2.63
Illinois State	49	3.15	4,815	2.98	11,907	2.99
Southern-Carbondale	237	3.19	4,669	2.98	3,759	2.66
Southern-Edwardsville	102	3.19	2,195	2.99	1,281	2.68
U of I Urbana-Champaign	28	3.45	724	3.46	6,236	3.25
Western	4	3.30	963	2.87	1,603	2.60
All GPA's represent average cumulative GPA's for fall 2014 student groups.						

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

</div>

Major	EIU		SU		IUC		SIUE	
	n	% of EIU	n	% of ISU	n	% of SUIC	n	% of SUIE[1]
Agriculture	0	0%	23	46.9%	44	18.6%	0	0%
Business	203	18.9%	6	12.2%	20	8.4%	8	14.8%
Humanities/ Communication	86	8.0%	3	6.1%	8	3.4%	0	0%
Communication Disorders & Science	17	1.6%	0	0%	2	1%	0	0%
Career and Organizational	41	3.8%	0	0%	0	0%	0	0%
Computer Science/Information Systems	0	0%	0	0%	12	5.1%	2	1.5%
Education	108	10.0%	4	8.2%	4	1.7%	3	5.5%
Engineering	29	2.7%	1	2.0%	33	13.9%	5	9.3%
Family/Consumer Science	78	7.3%	0	0%	3	1.3%	0	0%
Fine Arts	31	2.9%	1	2.0%	16	6.7%	0	0%
General Studies	52	4.8%	0	0%	0	0%	0	0%
Health/Nursing	34	3.2%	1	2.0%	13	5.5%	22	40.7%
Math and Sciences	219	20.4%	1	2.0%	34	14.3%	11	20.4%
Social Science/Services	168	15.6%	5	10.2%	27	11.4%	3	5.5%
Technical/Technology Careers	0	0%	0	0%	11	4.6%	0	0%
Renewable Energy	0	0%	1	2.0%	0	0%	0	0%
Other or Unknown	8	1%	3	6.1%	10	4.2%	0	0%
Total	1,074		49		237		54	

Lake Land College - District #51701

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TABLE 4
ACADEMIC STANDING FOR TRANSFER AND NATIVE STUDENTS

</div>

Institution	Lake Land Transfers		Other CC Transfers		Native or All Other Students	
	n	%	n	%	n	%
Eastern	1,059		4,922		2,031	
Good Standing	922	87.1%	4,599	93.4%	1,772	87.2%
Warning	38	3.6%	168	3.4%	152	7.5%
Probation	12	1.1%	56	1.1%	20	1%
Dismissal	15	1.4%	95	1.9%	83	4.1%
Unknown	72	6.8%	4	<1%	4	<1%
Illinois State	49		4,815		11,907	
Good Standing	48	98.0%	4,469	92.8%	11,162	93.7%
Probation	1	2.0%	284	5.9%	658	5.5%
Suspension	0	0%	62	1.3%	87	<1%
Southern-Carbondale	237		4,669		3,759	
Good	152	64.1%	3,227	50.1%	2,203	58.6%
Probation	3	1.3%	250	5.4%	130	3.5%
Suspension Reinstated	0	0%	4	<1%	1	<1%
Suspension	0	0%	0	0%	1	<1%
Not Calculated	82	34.6%	1,188	25.4%	1,424	37.9%
Southern-Edwardsville	74		2,110		2,192	
Good	73	98.6%	2,088	98.9%	2,105	96%
Probation	1	1.4%	22	1%	87	4%
U of I Champaign	28		724		6,236	
Clear	26	93%	639	88%	5,765	92%
Drop	0	0%	3	0%	46	1%
Probation	2	7%	72	10%	371	6%
Withdrawn	0	0%	9	1%	54	1%
Undetermined	0	0%	1	0%	0	0%
Western	4		963		1,603	
Semester Honors	0	0%	166	17.2%	247	15.4%
Good Standing	4	100%	641	66.6%	902	56.3%
Academic Warning	0	0%	92	9.6%	266	16.6%
Probation	0	0%	45	4.7%	185	11.5%
Dismissal	0	0%	0	0%	0	0%
Suspension	0	0%	19	2%	3	1%
Represents the academic standing of LLC transfer students, other community college students, and native university students for term indicated in Table 1.						

SECTION II

In the spring of 2015, Lake Land College began submitting data related to LLC graduates to the NSC. These data include graduation dates, degrees, majors, and degree classification codes. Providing these data to NSC enables Lake Land to receive the same graduation data from all other colleges and universities that supply these data to NSC. The following section focuses on the success and transfers to other colleges and university for Lake Land College students who were enrolled between spring of 2008 and fall of 2014. These numbers exclude students enrolled solely through the Department of Corrections.

A total of 48,036 students were enrolled at some time at Lake Land College between spring of
2008 and fall of 2014. Of these 48,036 students 16,852 (35%) were degree seekers and an additional
3,448 (7.2%) were course enrollees. Of these 48,036 students, 16,552 (34.4%) attended Lake Land
College as their first college. Of the 16,552 students attending Lake Land College as their first college,
5,562 (33.6%) transferred to another college or university between June of 2008 and April of 2015. These LLC students transferred to over 600 different in state and out of state colleges or universities in this time frame. Over half of these students (3,772 or 67.8%) transferred to four year colleges/universities while the remaining 1,790 (32.2%) transferred to another community college or technical institute. Table 5 provides a summary of the most popular colleges/universities to which these students, who attended LLC as their first college, transferred and indicates the type of college (i.e., community or two year college or a four year college/university).

TABLE 5
NUMBER AND PERCENT OF ALL LLC DEGREE SEEKING OR COURSE ENROLLEE

TRANSFER STUDENTS

Name of Transfer College/University	Number Transfer	Percent Transfer	College Type
Eastern Illinois University	1,725	31.0%	4
Southern Illinois University Carbondale	354	6.4%	4
Southern Illinois University Edwardsville	268	4.9%	4
Indiana State University	118	4.8%	4
University Of Illinois @ Urbana	109	2.1%	4
University of Phoenix	105	2.0%	4
Illinois State University	69	1.9%	4
Millikin University	63	1.2%	4
Greenville College	50	1.1%	4
Lakeview College of Nursing	48	1%	4
University of Illinois @ Springfield	45	1%	4
Ashford University	41	1%	4
Devry University	25	>1%	4
All Other 4 Year Colleges less than 20 Students	529	9.5%	4
Parkland College	314	5.6%	2
Kaskaskia College	193	3.5%	2
Richland Community College	125	2.2%	2
Lincoln Land Community College	99	1.8%	2
Illinois Eastern C.C. - Frontier C.C	95	1.7%	2
Illinois Eastern C.C.-Wabash Valley	74	1.3%	2
John A Logan College	71	1.3%	2
Illinois Eastern C.C.-Olney Central	64	1.2%	2
Illinois Eastern C.C.-Lincoln Trail	33	0.6%	2
Danville Area Community College	31	0.6%	2
Rend Lake College	30	0.5%	2
Southwestern Illinois College	29	0.4%	2
Heartland Community College	25	0.4%	2
Illinois Central College	20	0.4%	2
College of DuPage	20	0.4%	2
All Other 2 Year Colleges less than 20 Students	556	10%	2
Total Number of Transfer Students	5,562		

Of the 5,562 students who transferred to another college/university between 2008 and 2014, 67.8% (3,772) transferred to a four year college/university. The remaining 32.2% (1,790) transferred to a different two year community college or technical institute. The vast majority of these students (79%) transferred to other in-state institutions while only 21% transferred to out of state institutions. Table 6 provides an overall summary of the transfer behaviors of these students.

TABLE 6   TRANFSER BEHAVIOR OF LLC STUDENTS ENROLLED BETWEEN SPRING 2008 AND FALL 2014

Type of Transfer College	In State		Out of State		Total	
	n	%	n	%	n	%
2 year college	1,438	25.8%	343	6.2%	1,790	32.2%
4 year college	2,957	53.2%	815	14.6%	3,772	67.8%
Total Students	4,395	79%	1,167	21%	5,562	

Of the LLC students enrolled between spring of 2008 and fall of 2014, 5,269 of them received a degree from LLC at some point during their LLC academic career. Of these 5,269 graduates, 2,374 (45.1%) transferred to another college or university. The vast majority of these graduates (83.9%) transferred to an in-state institution and 80% transferred to a four year college/university. Table 7 presents the transfer behaviors of these graduates.

TABLE 7 TRANSFER BEHAVIOR OF LLC GRADUATES ENROLLED BETWEEN SPRING 2008 AND FALL 2014

Type of Transfer College	In State		Out of State		Total	
	n	%	n	%	n	%
2 year college	400	16.8%	75	3.1%	475	20.0%
4 year college	1,592	67.1%	307	12.9%	1,899	80.0%
Total Students	1,992	83.9%	382	16.0%	2,374	

Of the 2,374 LLC graduates who transferred to another college or university, 1,050 (44.2%) graduated from the college/university to which they transferred. Most of these students (84.8%) graduated from a four year college or university while only 12.4% graduated from another two year college. Close to 87.6% of these students transferred and graduated from an in-state college or university. Table 8 shows the transfer behaviors of these successful students.

TABLE 8 TRANSFER BEHAVIOR OF LLC GRADUATES WHO TRANFER AND GRADUATE FROM ANOTHER COLLEGE OR UNIVERSITY

Type of Transfer College	In State		Out of State		Total	
	n	%	n	%	n	%
2 year college	138	13.1%	22	2.1%	160	15.2%
4 year college	782	74.4%	108	10.3%	890	84.8%
Total Students	920	87.6%	130	12.4%	1,050	

Of the 5,562 students who transferred to another college/university between 2008 and 2014, 3,188 (57.3%) of them transferred without graduating from LLC. Of these 3,188 students 75.4% transferred to an in-state university or college and about 25% transferred to an out of state institution.

Around 41.2% transferred to another 2 year college while almost 60% transferred to a four year college. Table 9 gives an overview of the transfer behaviors of this group of students.

TABLE 9 TRANSFER BEHAVIOR OF LLC NON GRADUATES ENROLLED BETWEEN SPRING 2008 AND FALL 2014

Type of Transfer College	In State		Out of State		Total	
	n	%	n	%	n	%
2 year college	1,038	32.6%	277	8.7%	1,315	41.2%
4 year college	1,365	42.8%	508	15.9%	1,873	58.8%
Total Students	2,403	75.4%	785	24.6%	3,188	

Of the 3,188 students who transferred without graduating from LLC. 931 (29.2%) graduated from their transfer college/university. As indicated in Table 10, the majority of these students (83%) graduated from a four year college or university. In addition, around 83% transferred and graduated from an Illinois college or university. Table 10 gives an overview of the transfer behaviors of this group of students.

TABLE 10 TRANSFER BEHAVIOR OF LLC NON GRADUATES WHO TRANFER AND GRADUATE FROM ANOTHER COLLEGE OR UNIVERSITY

Type of Transfer College	In State		Out of State		Total	
	n	%	n	%	n	%
2 year college	281	30.2%	53	5.7%	334	35.9%
4 year college	492	52.8%	105	11.3%	597	64.1%
Total Students	773	83.0%	158	17.0%	931	

SECTION 5

STUDENT & ACADEMIC SUPPORT SERVICES

Disability Services

Learning Resource Center

Counseling/Advising

STUDENT & ACADEMIC SUPPORT SERVICES REPORT

SUMMARY REPORT OF REVIEW RESEULTS FOR ACADEMIC YEAR 2016

Service Area	Office of Student Accommodations

Overview

The Office of Student Accommodations (OSA) at Lake Land College currently has 1.5 employees. This includes the Counselor/Coordinator and the Graduate Assistant. The Counselor/Coordinator of the Office of Student Accommodations assists with managing the academic support services for the students with documented disabilities. The Graduate Assistant also assists with academic support services as well as organizing and updating the student database. Both individuals work with students to register them with the OSA and to discuss and review accommodations. During the 2015-2016 academic year, there were 232 students with a documented disability registered with the Office of Student Accommodations. Granted academic accommodations include audio books (provided by an off-campus resource), note takers, extended time for testing, sign language interpreters, brailling services, accessible seating, test readers, attendance accommodations and more. The Office of Student Accommodations collaborates with other agencies and resources, both on campus and in our community. These resources include TRIO (federally funded educational programs), Perkins Program, Department of Rehabilitation Services, Lake Land College's Counseling Department and community school districts. This allows the OSA to provide information about services to more students.

Who We Serve
The OSA at Lake Land College specifically works with students who have a documented disability. This is determined by an IEP (Individualized Education Program), 504 Plan, psychological evaluation or a letter from a physician describing the disability. In addition to documentation, the OSA requires an application and intake interview to complete the student's file.

The OSA is housed within the Lake Land College Counseling Department. As part of the Counseling Department, the Counselor/ Coordinator and graduate assistant aid in advisement and academic counseling to Lake Land College students with and without disabilities.

During the 2015-2016 year, the OSA provided accommodations to a higher number of students than the previous year. In order to serve this large number of students effectively, the OSA strives to build rapport with each student and supports open

communication during the student's time at Lake Land College while receiving accommodations.

The OSA welcomes high schools to visit the Lake Land College campus. Area schools can request to bring seniors or students near graduation to attend a brief presentation about utilizing accommodations and receive a campus tour. The presentation provides useful information about accessing accommodations and making a better transition to college. Besides providing crucial information the students need concerning accommodations and requesting services, the OSA also takes students on campus tours. This allows students to meet instructors and other campus resource individuals. If student are unable to visit campus, the OSA makes annual visits to each area high school to discuss transitioning to college with disabilities. The following schools took advantage of these opportunities: Okaw Valley, Shelbyville, Charleston, Sullivan, Humboldt TLC, Kansas TLC, Pathways, and Effingham. Evaluation at the end of each visit have consistently indicated that students appreciated the visit and found the information they received to be useful. Each student expressed the satisfaction of making an immediate connection with Lake Land College due to the brief time they spent with us.

The OSA strives to keep current with best practice when serving students with disabilities. As guided by the Association on Higher Education and Disability, the Office of Student Accommodation is ever developing to meet the needs of students from a social perspective. Over the course of the last year changes have been made with regards to documentation and available accommodations in an effort to provide easier access to those seeking services. Students who received services in K-12 for diagnosed disabilities may now apply for services through the Office of Accommodation regardless of the timeline for which they were diagnosed. This enables those in need of accommodations to attain services they would not otherwise acquire if forced to pay for updated evaluations.

The OSA makes every effort to facilitate in the transition of students with disabilities to the college setting in a manner that alleviates as much burden as possible from the students. However, some concerns are present. One concern the OSA presently faces is the ratio of staff to students. With a small staff of 1.5 employees it is a concern that, as the number of students with disabilities increases, this ratio will not be sufficient. In regards to the students who are deaf or hearing impaired, there has been a challenge to find interpreters in close proximity that can provide services to the students at Lake Land College. While no students have had to go without interpretation, the cost to hire out of district interpreters is a concern. Last, the number of students with Autism Spectrum Disorder has risen in recent years. While some students with this disorder have been successful, others have found the college pace and atmosphere to be overwhelming. A disconnect exists with regards to K-12 transition planners and the

realities of college. The OSA attempts to make expectations clear at initial interviews, however there is still a good deal of discomfort for both students and staff at the college level when social and emotional levels are not congruent with college expectations.

The OSA sees some of the challenges on the horizon and recognizes that there might be an increase in student population coming to college who will require accommodations. In conjunction with the counseling department and campus agencies, the OSA will have another functional and productive year. The act of providing accommodations for students with disabilities is more than a request, it is a necessity for students to excel, develop skills of self-advocacy, and achieve the optimal educational success.

ICCB PROGRAM REVIEW AY 2016
May 4, 2016

SERVICE AREA: Library Services

Major Findings and Improvements/Modifications
The Lake Land College Library is housed in the Virgil H. Judge Learning Resource Center, located in the center of the main classroom building complex on campus. At present, the Library houses approximately 21,000 print volumes, 95 print journal subscriptions, and includes over 1800 audio and video titles. During the Fall and Spring semesters, the Library is open 6 days a week, for a total of 62.5 hours per week during the Fall and Spring semesters, and operates on a reduced schedule in the Summer Term of 48 hours Monday-Thursday. When classes are not in session, the Library is open from 8AM-5PM on weekdays. Library staff includes 2 faculty librarians with Master's degrees, 3 full-time Library Assistants, and 4 part-time Library Assistants. The primary mission of the Library is to provide information resources and services to all of the students of the College, as well as to the faculty and staff, to support the academic mission of the College. Part of that mission includes serving as the source of instruction on the use of information resources for the students of the College, conducted through sessions offered to College classes. The functional content from a credit-bearing Information Literacy course, created in the early 2000's and updated frequently since that time, have been made available on the Library's website in order to allow individual instructors to utilize sections of the course content that are appropriate for their classes. We have also encouraged individual students to work through the modules as they have come to the library seeking assistance in understanding how to apply this knowledge to their own academic activities. The Library welcomes high school classes in for similar instructional activities, and we have increased our efforts to reach out to district high schools to do instruction in high-school classrooms when appropriate. The increased number of dual-credit course offerings has also increased the use of instructional support resources.
The Library has an ongoing task of reviewing and assessing its print collection. The collection, designed to provide general support to the College's academic programs, has always been on the smaller side for an academic library, due to budget limitations and physical space limitations. The last major systematic examination of the library collection began in 2007 and lasted nearly 2 years, resulting in the elimination of over 7,500 volumes that were judged to be obsolete or no longer useful as support materials for our students. That amounted to approximately 20% of the overall print collection. Since that time, the professional staff have conducted smaller, more focused reviews in response to both student comment and borrowing patterns and changes to curriculum and have removed an additional 10,000 volumes over a 6-year period. It is anticipated that such smaller, focused assessments will continue on into the future in an effort to keep the print collections relevant and more up to date.

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The demand for increased resources to support students at a distance, and to support usage outside of traditional campus hours has lead to a growing emphasis upon expenditures on electronic resources. At present, the Library spends approximately $3 on electronic information resources for every $1 spent on print resources. Electronic resource expenditures have been funded through student fees since FY 1996, and the student fee has been increased twice since that time (the last time about 6 years ago). The Library now offers a variety of electronic resources, which include the full text of approximately 55,000 books, and well over 80,000 periodicals, ranging from popular titles to scholarly peer-reviewed professional journals. Electronic resources are theoretically available to all Lake Land students, faculty, and staff 24/7/365 from any location where they have an Internet connection. This provides distance learning students with a wide variety of resources that can be accessed wherever they are enrolled, and permits traditional students to access research materials at times that are most convenient to them, not strictly limited to hours when the physical library is open. These services are quite popular with students, and usage of electronic resources significantly outnumbers circulation of physical library resources. The professional staff review the databases offered each year to determine if we are providing an appropriate mix of resources to support our program offerings. We also examine usage patterns and costs factors to make sure we are getting the most usage for our expenditures. The materials budgets suffered significant cuts the last two years, and physical resource purchasing has been on hold during most of this last semester during the state higher education funding crisis.

After the 2009-2010 renovations, the "new" library now includes a lounge space where students may eat and drink as well as dramatically improved lighting in the stacks area and a seating area on the main floor that is designed to provide a more casual atmosphere. The student response to the renovations has been very positive, and while the library sees less foot traffic than it has in the past, this appears to be a result of the relocation of the tutoring and testing center to another campus building than a dissatisfaction with library space. Additionally, as other campus buildings have undergone renovations and updating, new computer labs and/or public access workstations have been added, increasing the students' access to computing resources across campus and spreading student computing use out from the central hub in the Learning Resource Center.

Whatever the form of the resources we provide, the heart of the Library is in providing support to students and faculty and in being an active part of the learning process. Recent surveys of both students and of faculty and staff reveal a great deal of satisfaction with library resources. We continue to work with our staff to enhance our focus on customer service and in trying to do our best to help connect students with information resources that are appropriate and useful in supporting their academic pursuits

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Statewide Programmatic Issues:

There is an assumption that mastery of technology is a part of "digital native" culture. Nowhere is that assumption more widely made than with the ability of students to use the Internet. Many teachers and administrators, and the students themselves, assume that "growing up digital" confers a mastery of the use of the Internet to obtain and process information, and yet the experience of many librarians and faculty working with these students tends to refute this over and over again. Discussions at professional conferences and online lists is full of tales of surprises with just how unfamiliar students coming right out of high school are, by and large, with using the Internet in anything other than "browse" mode. Technology skills are there, to be sure – but these are often limited to profound knowledge of the tools they use most often but a lack of experience / knowledge of how to use these tools for other purposes or to gain deeper levels of information

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

The formation of this base of knowledge is threatened by cuts at elementary and secondary schools, where school library/media center personnel are often viewed as overhead by administration and their positions are among the first to be eliminated or RIFed in times of budget shortfalls. As more college campuses are focusing on the importance of elements of information literacy – including critical thinking - it is to be hoped that the state will play a role in helping to develop the partnerships between librarians and teaching faculty from an early point in a student's educational career to insure that students are acquiring this knowledge and applying it throughout their educational experiences, in school and beyond.

STUDENT & ACADEMIC SUPPORT SERVICES REPORT SUMMARY REPORT OF REVIEW RESULTS FOR ACADEMIC YEAR 2016

Service Area	Counseling Services

(Discuss Progress, Challenges, Barriers)

Major Findings and Improvements/Modifications

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

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

Adequate counselor support is essential to the effectiveness of Counseling Services. The part-time student services professional position supports the technical needs of the counseling department; the person in this position assists with the details of

program development and materials development so that academic counselors are free to focus on providing direct services and leading advising, retention, and success initiatives. The graduate assistant position provides additional technical support, specifically in the areas of student accommodations and orientation. The full-time administrative assistant performs key administrative support functions and is responsible for appropriately directing students to the correct academic counselor or campus resource to meet their needs. The part-time student assistance specialist is a shared position with Career Services, and was added in Spring 2012. This position provides direct technology support to students who walk-in to the department for assistance with activities that require use of the website or student HUB, also assists students to identify appropriate resources, and provides administrative support to the counselors as needed.

Since Counseling Services last submitted a program report, the department has developed its retention, advising, and support programs in a variety of ways. The college-wide electronic retention alert system, LEAP (Lake Land Early Advantage Program), has expanded to include batch referrals to enable streamlined communication to, support of, and record-keeping for students on probation. Additionally, counselors facilitated the development of the academic standing designation of "Good-Standing Warning" to identify students who are at risk for academic probation; these students receive specialized communication and targeted assistance and are required to enroll in SFS101 to promote their academic success. The Advising Task Force that was initiated in 2010 launched an advising campaign in 2012 and developed Master Advisor Training (MAT) in 2014; the MAT program is an 18 month training program with eight points of contact through which faculty advisors engage in advising skills development. The department adopted streamlined processes for recordkeeping regarding Behavioral Intervention Team (BIT) referrals to improve record-keeping and monitoring to support referred students and increased support for Veterans by assigning a counselor as a contact for this student population. The orientation program expanded to provide additional information regarding finances and student life to promote student awareness of these topics.

The counseling team continued its active participation in institutional efforts during this time as well. Team members participated in the development of the HLC self-study report and the HLC visit. Additionally, each team member submitted an initiative to support the college's new strategic plan that was adopted in 2015. Additionally, team member Krista Burrell supported and promoted the institution by presenting at the Region V NACADA conference in Spring 2015 and the National NACADA conference in Fall 2015.

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Statewide Programmatic Issues

There are several statewide issues that impact the work of the department. The academic under-preparedness of many students and accompanying need for developmental coursework continue to present some barriers to retention and persistence; we continue to encourage these students to achieve and implement support mechanisms to promote success. New and changing legislation regarding higher education issues are a challenge in that they require time and effort to identify, interpret, and implement within the institutional framework and culture, sometimes redirecting a portion of staff resources away from student support and success initiatives. Additionally, unpredictable financial support from the state creates challenges for the institution and the counseling department. Uncertain state funding charges us to advise, orient and support the success and retention of a students with uncertain resources. Also, when students turn to counseling services for support regarding their specific struggles related to state budget issues – decreases in financial aid availability, child care resource, agency support, etc. – we are challenged to support student retention and success while having few alternatives to which we can refer students.

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 15-16

SECTION 8

College 5-year Program Review Schedule

Lake Land College - District #51701

ICCB 5-Year Program Review Schedule

Academic Disciplines

Academic Discipline Reviews	
Year	
2016	Social & Behavioral Sciences
2017	Written & Oral Communications
2018	Mathematics
2019	Physical & Life Sciences
2020	Humanities & Fine Arts

Cross-Disciplinary Curricula

FIVE-YEAR SCHEDULE

Cross-Disciplinary Reviews	
Year	
2016	Transfer Functions and Programs including the AA, AS, AES, AFA, AAT, and the AGS degree programs
2017	General Education (all transferable)
2018	Adult Education and ESL
2019	Remedial/Developmental
2020	Vocational Skills

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Student and Academic Support Services

Five-Year Schedule

Student and Academic Support Services					
	16	**17**	**18**	**19**	**20**
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	16	17	18	19	20
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			

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	Program					
Curr. #	Associate in Applied Science	16	17	18	19	20
075	Paramedical Services(510904)			X		
087	Physical Therapist Assistant(510806)	X				
077	Associate Degree Nurse(511601)					X
029	Office Management(520204)			X		
024	Management(521803)					X
030	Marketing(521804)					X

Lake Land College - District #51701

Curr. #	Certificate	16	17	18	19	20
	Program					
957	Paraprofessional Educator (131501)	X				
939	Custodial Maintenance(190699) DOC				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) DOC					X
ECT	Electronic Control Technician(150303)		X			
969	Computer Troubleshooting(151202)		X			
996	Computer Technician(151202)		X			
988	Computer-Aided Drafting(151302)			X		
936	Construction Operations(460000) DOC					X
932	Industrial Maintenance(460401)			X		

Lake Land College - District #51701

Curr. #	Program Certificate	16	17	18	19	20
979	Programmable Logic Controllers(470103)		X			
HVAC	HVAC Technology(470201)				X	
985	Auto Body Repair(470603) DOC	X				
980	Basic Auto Body Certificate I (470604) DOC	X				
982	Basic Auto Body Certificate II(470604) DOC	X				
981	Auto Mechanic (470604)	X				
931	Small Engine Repair(470606) DOC	X				
972	Dog Grooming Assistant (010504) DOC					X
971	Helping Paws Dog Training(010505) DOC					X
990	Welding Technology(480508)				X	
960	Commercial Truck Driving Training(490205) CBI	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) DOC			X		
998	Computer Technology I (520407) DOC			X		
999	Computer Technology II (520407) DOC			X		
927	Office Assistant/Receptionist (520408)			X		
WDP	Warehousing & Distribution Specialist(520409) DOC			X		
908	Entrepreneurship(520701)	X				
909	Professional Sales(521804)					X
968	Marketing(521804)					X