

<b>Program Review Cover Page</b>	
College	Lake Land College
District Number	51701
Contact Person (name, title, contact information)	Lisa Madlem Director of Academic Support & Assessment 217-234-5088 lmadlem@lakelandcollege.edu
Fiscal Year Reviewed:	2017
<b>Directory of Reviews Submitted</b>	
Area Being Reviewed	Page Numbers
Career and Technical Education	3-338
Academic Disciplines	339-346
Cross-Disciplinary Instruction	N/A
Student and Academic Support Services	348-353
Other Attachments As Necessary	N/A



## ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2017

## CAREER AND TECHNICAL EDUCATION

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2016-2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Massage Therapy	Certificate	40	51.3501	CRT.MT
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The objectives for this program is to prepare graduates to pass the boards (MBLEx), obtain their license as a massage therapist and to successfully enter the workforce.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for passing the boards. Class of 12-2014 100% pass rate, Class of 5-2015 100% pass rate, Class of 12-2015 100% pass rate, and Class of 15-2016 100% pass rate. Graduates of the program have indicated that the program has prepared them to sit for the boards.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program in the past has reported there were 2 national board exams a student could choose from and the program's alumni, were having difficulty in getting their continue education requirements completed.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		College placement assessment testing is the pre-requisite for the Massage Therapy program.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attached list of required courses		



Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate program consists of course content which is outlined by the Federation of State Massage Therapy Boards which then allows the student to sit for the MBLEx – board exam.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 How strong is the occupational demand for the program?	State predictions show an increase of 195 jobs in the state for an increase of 3.62% from 2015-2017 with compounded growth of 3.05%
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for massage therapist continues to grow and the college continues to receive notifications from spas and other employers looking to hire massage therapists.
1.3 What is the district and/or regional need?	Local projections estimate an increase of 20 jobs in the next 5 years for an annual compounded growth of 1.79%
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The allied health division is hosting the “Health CareerRx Club and Information Night this spring to target students who are interested in pursuing a career in health care.</li> <li>• The instructors have spoken to different organizations in the community to promote the program.</li> <li>• The program director spoke at the Annual Principles, Deans, and Counselor meeting to address application requirements, description of the courses, growth in the field and etc.</li> <li>• The program director uses different media outlets and advertisements to feature the program. Most recently the program was the feature article in The Official Magazine of Lake Land College in the spring of 2016 which is sent to every house hold in the district. The program also uses the college’s web site, print materials, and email to recruit students.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> Grade Day, High School Career Day, and Kluthe Center day to actively recruit for the program.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district but we have had students come from different districts who do not have a massage therapy program.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program/course are reviewed annually and therefore changes are made to meet the objectives. Class content is adjusted as needed based on changes to the examination content, faculty concerns, and the information from the Illinois Massage Therapy Educators meetings.

<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
1. What are the costs associated with this program?	Tuition, Student Fees, Workbooks, Clinic attire = ~ \$5816.00 + massage table which can run from \$300.00 to \$500.00 +
2.2 How do costs compare to other programs on campus?	The program cost is similar to other community college cost but is substantially less than private massage schools.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the program are paid for by student tuition, tax dollars and state funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Recently the decline in enrollment lead to the decision to realign the program model into only 1 option instead of 2 options for students.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Excellent qualified instructors who work together to make smooth transitions from lower level courses to upper level courses. The instructors are all licensed massage therapist with many years of experience and who all continue to work as a practicing massage therapist. Students receive hands on skills in lab and also in the in-house clinical setting which allows the students to practice on real case scenarios.
3.2 What are the identified or potential weaknesses of the program?	Budget issues have been a concern due to the State of Illinois budget issues. The curriculum books were not updated in 2016 nor will they be in 2017.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery method consists of traditional format of face to face learning in the classroom. Students are constantly practicing techniques making this the ideal delivery for learning.
3.4 How does this program fit into a career pathway?	Once a student completes the program they are then eligible to then sit for the MBLEx, apply for the state license and then able to enter the workforce.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The in-house clinical trains the student to be able to operate their own clinic upon licensing. To prepare them for their board exam, the program exposes the student to the ABMP Exam Coach. The college continues to help the alumni by offering continuing education at a reasonable rate to help them stay in compliance for future licensure.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are no dual credit opportunities in the massage therapy program. Majority of the classes taken are specific massage courses. There are 3 non MAS courses which are BIO050, BUS089 & HED 178 and these also are not dual credit courses.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program houses its own on site clinical which is integrated into the program – MAS 077 Massage Clinic I and MAS 087 Massage Clinic II.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No, this program does not need additional accreditation.
3.9 Are industry-recognized credentials offered? If so, please list.	Licensed Massage Therapist
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A
3.11 If applicable, please list the licensure examination pass rate.	2014 100% 2015 100% 2016 100%
3.12 What current articulation or cooperative agreements/initiatives are	Currently there are no articulation or cooperative agreements/initiatives are in place for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	<p>This ratio is dependent on the # of students who start in the cohort class and who remains.</p> <p>The original cohort class which started 08-2015 was 8:1</p> <p>The original cohort class which started 08-2015 was 14:1</p>
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Full time faculty are required to attend professional development in the spring and fall each year. Faculty are also able to attend continuing education courses on their own or with the help of the college. Adjunct faculty are able to attend professional development activities offered by the college.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses the ELMO, projectors, virtual campus computer equipment, & SMART board.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program - WEAVE for each course taught and for the programs. Each MT faculty is responsible for their course assessment and the program director is responsible for the program's assessment.
3.18 How satisfied are students with their preparation for employment?	Graduate survey reports, the students are very satisfied of the preparation they received and are passing the national board exam.
3.19 How is student satisfaction information collected?	This information is collected through surveys. Students are given the opportunity to complete course/instructor surveys at the end of each course at the college. Graduates are sent 2 separate surveys, which includes the graduate survey and the employer survey.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program director and local and state employers are in contact to discuss their needs and job placements and other industry trends and developments. Employers have also been guest speak to discuss future employment.
3.21 How often does the program advisory committee meet?	It is scheduled annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are very satisfied with the quality of the students and prefer to employ Lake Land College massage therapist.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys or in person.

3.24 Did the review of program quality result in any actions or modifications? Please explain.	No, the outcomes for the program are being met, but the course content continues to be revised as needed.
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List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.
The programs retention rate at one time was high but this is decreasing. The course sequence was changed and this appears to have helped this issue.

<b>Data Analysis for CTE Program Review</b> Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE Program	Massage Therapy Certificate				
CIP Code	51.3501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	18	24	24	16
Number of Completers	13	8	13	14	11
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward passing the national board exam, state licensing, and employment.				
What disaggregated data was reviewed?	Graduate survey and employer satisfaction survey.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	There are no gaps.				

Are the students served in this program representative of the total student population? Please explain.	The massage program is just one certificate within the community college which offers mainly associate degrees and other certificate programs.
Are the students served in this program representative of the district population? Please explain.	Yes, the students come from within the district.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The massage program will continue to update course material to reflect contemporary practice to continue achieving high national board passing rates and remain successful in preparing graduates to successfully enter the massage therapy work force.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue to perform yearly program assessment and course assessment after each class. It will continue to review all surveys received, continue to communication with current and future employers, and stay current with massage trends and skills.

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).

**CURRICULUM MODEL**

		<i>Semester</i>
		<i>Hours</i>
<i>Fall Semester</i>		
MAS 055	Massage Therapy I	5
BIO 050	Basic Anatomy & Physiology	4
HED 178	Responding to Emergencies	2
<i>Total</i>		<i>11</i>
		<i>Semester</i>
		<i>Hours</i>
<i>Spring Semester</i>		
MAS 065	Massage Therapy II	5
MAS 060	Anatomy & Physiology for the Massage Therapist II	4
MAS 067	Pathology for the Massage Therapist	3
<i>Total</i>		<i>12</i>
		<i>Semester</i>
		<i>Hours</i>
<i>Summer Term</i>		
MAS 075	Massage Therapy III	5
MAS 077	Massage Clinic I	1.5
<i>Total</i>		<i>6.5</i>
		<i>Semester</i>
		<i>Hours</i>
<i>Fall Semester</i>		
MAS 070	Ethics for the Massage Therapist	1
MAS 085	Massage Therapy IV	5
BUS 089	Small Business Management	3
MAS 087	Massage Clinic II	1.5
<i>Total</i>		<i>10.5</i>

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2016-2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Public Safety Telecommunicator	Certificate	17	43.0107	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The purpose of the program is to provide students with a basic understanding of public safety communications including courses directly related to skills and knowledge required to successfully acquire and maintain employment as a public safety telecommunicator.		
To what extent are these objectives being achieved?		This program is being offered for the first time SP2017. No data at this time.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		This is a new program offered for the first time SP2017		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		None		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		BUS 113 Keyboarding CIS 160 Practical software application EMS 091 Public safety telecommunicator HED 178 Responding to Emergencies SPE 200 Interpersonal Communication PSY 271 Intro to Psychology		



Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Program is 17 credit hours
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 How strong is the occupational demand for the program?	According to the data from Standard Occupational Classification (SOC), job growth for Public Safety Telecommunicator is minimal. However, the local area in the Lake Land College district reports high turnover in the local job market. Workers are leaving the position due to various reasons, but among those reasons is lack of knowledge about the position, lack of skills, and change in career such as becoming police, EMS, or fire fighter.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to a recent discussions of employers, the job is requiring more technical skills than 5-10 years ago. Employers surveyed thought a formal curriculum would help those interesting the career be successful and thus decrease turnover.
1.3 What is the district and/or regional need?	Area employers were surveyed regarding the need for the Public Safety Telecommunicator program. All surveyors supported the start of the program; 100% of those surveyed thought a formal training program for dispatch personnel was a good idea.
1.4 How are students recruited for this program?	Students are recruited from within the district at local High Schools, career fairs and health fairs.
1.5 Where are students recruited from?	Students are recruited from within the district.
1.6 Did the review of program need result in actions or modifications? Please explain.	This program is being offered for the first time SP2017. No data at this time.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	Costs for this program include an additional part time employee teaching 3 credit hours and copying materials. The other courses required for this program have multiple offerings for students to fill seats.
2.2 How do costs compare to other programs on campus?	Compared to other programs on campus, the Public Safety Telecommunicator program is a low cost program.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	This program is being paid for using tuition and tax dollars.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	This program is not using grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	This program is being offered for the first time SP2017. No data at this time
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The courses needed for the certificate are easily transferred to other programs on campus such as Criminal Justice, Paramedical Services or Nursing
3.2 What are the identified or potential weaknesses of the program?	Potential weakness is lack of interest by the public.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery of the Public Safety Telecommunicator course itself is a traditional classroom format with supervised occupational experience working in a dispatch center.
3.4 How does this program fit into a career pathway?	Upon completion of this program, students are ready to enter into the workforce.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	At this time, there are very few programs in the state that offer a certificate for Telecommunicator/dispatching. This is a unique program for downstate.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	CIS 160 is currently being offered at the following High Schools in the Lake Land College district: Kansas, Okaw Valley, Shelbyville, Stewardson-Strasburg, Windsor, Pana
3.7 What work-based learning opportunities are available and integrated into the curriculum?	During EMS091, Students are given the opportunity to shadow a public safety telecommunicator/dispatch personal. The students are also required to complete time with fire, police and ambulance stations.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required at this time.
3.9 Are industry-recognized credentials offered? If so, please list.	There aren't any industry recognized credentials offered.
3.10 Is this an apprenticeship program? If so, please elaborate.	No apprenticeship, however Students are given the opportunity to shadow a public safety telecommunicator/dispatch personal. The students are also required to complete time with fire, police and ambulance stations.
3.11 If applicable, please list the licensure examination pass rate.	This program doesn't have licensure associated with it by the state.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently there aren't any articulation or cooperative agreements for this program.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	This program is being offered for the first time Sp2017.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The EMS 091 class is offered for the first time this spring 2017. There were 2 students to sign up for the course for a ratio of 2 students: 1 instructor.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Adjunct faculty are encouraged and given the opportunity to partake in the college's professional development activities in the fall and the spring.
3.16 What is the status of the current technology and equipment used for this program?	The program uses standard classroom technology. Students are introduced to the dispatch equipment during observation time.
3.17 What assessment methods are used to ensure student success?	Exams, quizzes, projects and written papers
3.18 How satisfied are students with their preparation for employment?	This program is being offered for the first time Sp2017. No data at this time.

3.19 How is student satisfaction information collected?	At the end of the class, students are given the opportunity to provide feedback on the class and the instructor. Access to this information is available to the instructor 1 week after grades are submitted. Students are also encouraged to participate in CCSSE and Noel-Levitz surveys when offered.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers within the district were given the opportunity to suggest courses or the type of course work to incorporate into the program. Managers were also given the opportunity to be an observation site for students.
3.21 How often does the program advisory committee meet?	This program is being offered for the first time Sp2017. No data at this time.
3.22 How satisfied are employers in the preparation of the program's graduates?	This program is being offered for the first time Sp2017. No data at this time.
3.23 How is employer satisfaction information collected?	This program is being offered for the first time Sp2017. No data at this time.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	This program is being offered for the first time Sp2017. No data at this time.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

This program is being offered for the first time Sp2017. Data regarding barriers is limited at this time. The students currently in EMS 091 like the individual attention of having a small class size.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Public Safety Telecommunicator				
CIP Code	43.0107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1				

Number of Completers	This program is being offered for the first time Sp2017. There isn't any data at this time				
Other (Please identify)					
How does the data support the program goals? Elaborate.	This program is being offered for the first time Sp2017. There isn't any data at this time				
What disaggregated data was reviewed?	This program is being offered for the first time Sp2017. There isn't any data at this time				
Were there gaps in the data? Please explain.	This program is being offered for the first time Sp2017. There isn't any data at this time				
What is the college doing to overcome any identifiable gaps?	This program is being offered for the first time Sp2017. There isn't any data at this time				
Are the students served in this program representative of the total student population? Please explain.	The number of students enrolled in the program at this time is too small of a sample size to determine representation of the total student population.				
Are the students served in this program representative of the district population? Please explain.	The number of students enrolled in the program at this time is too small of a sample size to determine representation of the total student population.				

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The Public Safety Telecommunicator program will continue to update course material to reflect best practices from the field.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will perform yearly program assessment and course assessment. We will continue to work closely with 911 dispatch centers in our district to stay current with trends and skills.

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Desktop Publishing Graphic Design	Degree	64	100303	CRT.DPGD
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The overarching objective of the program is to prepare graduates to successfully enter the workforce in the desktop publishing graphic design field.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated on an exit survey that they feel prepared to successfully enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	A list of all required courses for this program is attached to this program review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core business classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for graphic design personnel within the State of Illinois remains stable with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while graphic designer positions are projected to grow 3.28%, which is 44% less than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for graphic design personnel within the State of Illinois in the last five years has increased and is predicted to increase a total of 3.28% within the next five years.
1.3 What is the district and/or regional need?	The demand for graphic design personnel within the Lake Land College district is predicted to decrease 4.33% during the years 2012-2022.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Desktop Publishing/Graphic Design faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Excellent instructors who work together to make smooth transitions from lower level courses to upper level courses. Real world experienced graphic designers are utilized to teach several of the courses. Industry software (InDesign, Illustrator, and PhotoShop) is taught in the classes to prepare students. We also have several Mac computers (which is the industry standard) and an industry printer in the classroom to give students hands-on experience with this tool.



3.2 What are the identified or potential weaknesses of the program?	Budget issues are always a concern. We are in need of updating the software versions we teach and books to go with the new software, but due to State budget issues, we cannot during this academic year.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offerings each semester and student choices throughout the program. Most of the “core” classes are offered in a traditional face-to-face format due to limited enrollment and the expensive software tools students need access to. Many of the required associate degree general education classes are available in multiple formats.
3.4 How does this program fit into a career pathway?	Students have the option of completing a certificate in this field first and then continuing on to complete the full associate degree. All classes for the certificate count towards the degree. We also have a 2 + 2 agreement with Eastern Illinois University that allows them to count all classes from their associate degree toward a Bachelor degree in Organizational Professional Development.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We created a “capstone” course for this program that students take their last semester. The course functions as a simulated internship experience with real world projects. Each week the students create several projects and then have to present them to the rest of the class. This allows students to showcase what they have learned throughout their time in the program and learn from their fellow students. At the end of the course, they have an excellent “portfolio” of work to then take to a potential employer.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core business classes. We have a few high schools that offer some of the software classes required for this program as dual credit. Which high schools are offering those dual credit varies each year. This year we have the following courses that are specific to the desktop publishing graphic design program being offered as dual credit at area high schools: -CIS-088 PhotoShop—Kansas High School, and Marshall High School -CIS-090 InDesign – Charleston High School, and Marshall High School

3.7 What work-based learning opportunities are available and integrated into the curriculum?	The capstone class functions as a simulated internship in an office environment to be sure that all students are getting the same hands-on experience they need to prepare them to enter the job market.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft Office certifications in areas including Word, Excel, PowerPoint, Access, and Outlook are made available to students at no charge during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulations are in place with Eastern Illinois University for this program. The agreement is to be able to transfer to Eastern as a Junior, with all classes from the desktop publishing graphic design associate degree counting toward a Bachelor degree in Organizational Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.DPGD program for FY 2012-2017 was 15-36, with an average enrollment of 26.6 students. The CRT.DPGD program, which contains the same core courses, had 2-5 students enrolled in FY 2012-2017, with an average enrollment of 2.8 students. The number of faculty teaching courses unique to the AAS.DPGD and CRT.DPGD programs during FY 2012-2017 was 4. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 4.25-10.25 students. The average faculty to student ratio is 1 faculty member for every 7.35 students.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Depending on budget availability, full-time instructors have the ability to attend training events and conferences to stay up to date with trends and technology in this field.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence. However, budget concerns may change this process.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.

3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Desktop Publishing Graphic Design AAS.DPGD				
CIP Code	100303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	15	28	34	36
Number of Completers	2	2	2	5	3
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				

Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identifiable gaps?	There were no gaps.
Are the students served in this program representative of the total student population? Please explain.	Yes. There are a representative number of male and female students. Most of our student population is Caucasian.
Are the students served in this program representative of the district population? Please explain.	Yes. There are a representative number of male and female students. Most of our student population is Caucasian.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the field of desktop publishing graphic design. There is always room for improvements, and we will continue to use graduate and advisory committee feedback to improve the program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> <li>1. Continue to interview graduates and industry advisory council members to stay up to date with industry technology and trends on an annual basis.</li> <li>2. Evaluate course outcome assessment results in the program at the end of each semester to ensure students are learning/comprehending the skills/topics needed in order to be successfully employed in the desktop publishing graphic design field and make adjustments as needed.</li> <li>3. Evaluate individual courses on an annual basis and make adjustments as needed regarding contents to be covered to prepare students to be successfully employed in the field.</li> <li>4. Repeat this process in an ongoing manner.</li> </ol>

## DESKTOP PUBLISHING GRAPHIC DESIGN

### (AAS.DPGD) ASSOCIATE IN APPLIED SCIENCE

This program is designed to prepare graduates for careers requiring a solid knowledge of desktop publishing. Emphasis is placed on training in current graphic arts software and web page design techniques combined with the latest office technology trends. Students will design and create artwork for commercial publication and see the process through to make it press plate ready. Students may assume positions as full-time desktop publishers, graphic designers, pre-press operators, or positions involving a blend of administrative office duties and desktop publishing. Some students succeed as freelancers and open their own businesses.

First Year 1 <sup>st</sup> Semester			Semester Hours
_____	CIS-088	Adobe Photoshop*	3
_____	CIS-092	Adobe Illustrator*	3
_____	CIS-099	Web Page Design*	3
_____	CIS-160	Practical Software Applications*	3
_____	SFS-101	Strategies for Success	2
_____	ENG-095	Business English <u>or</u>	
_____	SPE-111	Introduction to Speech Communication <u>or</u>	
_____	ENG-120	Composition I*	3
	<b>Total</b>		<b>17</b>
First Year 2 <sup>nd</sup> Semester			
_____	CIS-090	Adobe InDesign*	3
_____	ITT-053	Digital Media Arts* ***	3
_____	CIS-051	Designing for the Web* ***	3
_____	BUS-114	Advanced Formatting*	3
_____	ART-250	Understanding Art <u>or</u>	
_____	ART-110	2-D Design	3
	<b>Total</b>		<b>15</b>
Second Year 1 <sup>st</sup> Semester			
_____	CIS-098	Advanced Desktop Skills* +	3
_____	CIS-056	Advanced Software Applications*	3
_____	CIS-058	Specialized Software Apps*	3
_____	CIS-049	Content Management Systems * +	2
_____	BUS-247	Principles of Marketing	3
_____	BU- 141	Business Communications*	3
	<b>Total</b>		<b>17</b>
Second Year 2 <sup>nd</sup> Semester			
_____	BUS-060	Automated Office Procedures * *** (Mod)	3
_____	BUS-079	Professional Development *** (Mod)	3
_____	CIS-047	Graphic Design Capstone * *** (Mod 2)	3
_____	BUS-094	Business Math	3
_____	SOC-280	Introduction to Sociology <u>or</u>	
_____	PSY-271	Introduction to Psychology	3
	<b>Total</b>		<b>15</b>
<b>Total Program Hours</b>			<b>64</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

+Course only offered fall semester

\*\*\*Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Medical Coding & Health Information	Degree	66	510707	CRT.MCS
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The objective of the program is to prepare graduates to obtain their CPC (Certified Professional Coder through the AAPC) and CCA (Certified Coding Associate through AHIMA) credentials and successfully enter the workforce in the Medical Coding and Health Information field.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully sit for their credentialing exam and enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core business classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 How strong is the occupational demand for the program?	The demand for skilled workers in medical coding and records within the State of Illinois remains strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while medical coding positions are projected to grow 9.72%, a 64% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for medical coding and records personnel within the State of Illinois in the last five years has increased and is predicted to increase 9.72% within the next five years.
1.3 What is the district and/or regional need?	The demand for medical coding and records personnel within the Lake Land College district, likewise, is predicted to increase 7.84% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, medical coding's growth rate is over double.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.



1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on changes in the medical field, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. Full-time employed medical coders are utilized to teach several of the coding courses. Industry software (Encoder Pro, Medisoft, and Express Scribe) is taught in the classes to prepare students to work in a clinical or hospital setting. Students get lots of hands on real case scenarios to code from both the ICD-10-CM code set and the CPT code set.
3.2 What are the identified or potential weaknesses of the program?	Budget issues are always a concern. We are in need of updating the books to keep up with the changes in the medical field, but due to State budget issues, we cannot this academic year.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program is offered as all online classes. We do offer some of the classes in the traditional method but we set it up so every class can be taken online.
3.4 How does this program fit into a career pathway?	Students have the option of completing a certificate in the medical coding field first and then continuing on to complete the full associate degree. All classes for the certificate count towards the degree. Most students will then sit for the CCA and CPC credential and will enter the workforce. Others will then enroll in a 4 year university and complete their Bachelor's Degree and then receive their RHIT (Registered Health Information Technician – AHIMA) credential which will allow them to code hospital procedures.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	With almost every chapter in the books we have created coding scenarios for students to work through and code. We allow the students to use the Encoder Pro software for their advanced level coding classes but they must use the code set books for the beginning level classes. This will train them for any office situation. Also students are trained in Medical Transcription because many times they will code the operative reports that are typed and this will teach them to read the reports plus provide them with additional medical office skills. To prepare them for their credentialing exams we offer clinical and hospital certificate prep courses that will allow them to take practice tests or they can complete an internship and gain some hands-on experience.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program offers the opportunity to complete an internship class which requires work-based learning, or they can complete the certificate prep classes which will prepare them to sit for their coding credentials.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	CPC (Certified Professional Coder through the AAPC) CCA (Certified Coding Associate through AHIMA)

3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	n/a
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships in the medical offices, clinics, and local hospitals have been strengthened, but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.HIMC program for FY 2012-2017 was 39-56, with an average enrollment of 47.4 students. The number of faculty teaching courses unique to the AAS.HIMC program during FY 2012-2017 was 4. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 9.75-14 students. The average faculty to student ratio is 1 faculty member for every 11.85 students.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The Program Coordinator meets each semester with the adjunct instructors to discuss changes, concerns, assessment, and updates to the program and courses included in the program. The adjunct faculty also serve on the advisory council to get input from the local medical facilities to make sure we are teaching what is needed in their offices. We have been able to attend workshops when major changes have happened to the medical coding field. For example, we attended a conference to change from ICD-9-CM coding to ICD-10-CM coding 2 years ago.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. The software we use has been purchased and was recently updated. However, budget concerns may change this process.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator and program instructors participate in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.

3.19 How is student satisfaction information collected?	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	<p>The program makes use of an active advisory council comprised of individuals employed in the medical field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.</p>
3.21 How often does the program advisory committee meet?	<p>The advisory council meets annually on the first Wednesday in October.</p>
3.22 How satisfied are employers in the preparation of the program's graduates?	<p>Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.</p>
3.23 How is employer satisfaction information collected?	<p>Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.</p>
3.24 Did the review of program quality result in any actions or modifications? Please explain.	<p>After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.</p>

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the medical industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Medical Coding & Health Information AAS:HIMC				
CIP Code	510707				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	46	39	40	56	56
Number of Completers	16	15	19	13	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment. Some graduates have communicated regarding employment in the Medical field.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	There were no gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes. The total student population is very representative to this program in ethnicity and gender. The majority of our population is Caucasian and the enrollment numbers of male to female are very representative of the student population with the majority being female. Many of the students in this program are non-traditional students coming back to earn their degree. .				

Are the students served in this program representative of the district population? Please explain.	Yes. The majority of our district population are Caucasian females. The enrollment numbers in this program are representative of that data. The out-of-district population is slightly higher than the overall college figures because of this program being offered all online.
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<b>Review Results</b>	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	<p>Overall, the program has proven to be successful in preparing graduates to successfully enter the field of Medical Coding and Health Information.</p> <p>There is always room for improvements and we will continue to use graduate and advisory committee feedback to improve the program.</p>
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> <li>1. Continue to interview graduates every semester and medical industry advisory members to stay up-to-date with the medical field's technology and trends on an annual basis.</li> <li>2. Make sure our courses are covering the skills/topics students need to know to be successfully employed in the Medical Coding and Health Information field by consulting with advisory council members annually.</li> <li>3. Repeat this process in an ongoing manner.</li> </ol>

## Medical Coding & Health Information Online AAS Degree

**Health Information & Medical Coding (AAS.HIMC).** This program will prepare students for management positions in health information. Students are instructed in medical ethics, coding, information technology, statistics, management, and medical reimbursement. Upon successful completion of the program, graduates will be able to sit for medical coding exams available through national organizations such as the American Health Information Management Association (AHIMA) and the American Academy of Professional Coders (AAPC).

First Year 1 <sup>st</sup> Semester		Semester Hours
_____ CIS-160	Practical Software Applications*	3
_____ MCS-040	Health Information for Professionals	3
_____ BIO-050	Basic Anatomy and Physiology	4
_____ AHE-041	Medical Terminology	3
_____ AHE-044	Pathophysiology	3
_____ SFS 101	Strategies for Success	2
	<b>Total</b>	<b>18</b>
First Year 2 <sup>nd</sup> Semester		
_____ PNC-053	Basic Pharmacology I (Mod 1)	2
_____ PNC-055	Basic Pharmacology II (Mod 2)	1
_____ MCS-050	Principles of CPT Coding	3
_____ MCS-055	Principles of ICD-10-CM Coding	3
_____ BUS-063	Medical Transcription* (Mod 1)	1
_____ BUS 084	Advanced Medical Transcription* (Mod 2)	1
_____ AHE 055	Math for Meds	2
_____ ENG 095	Business English	3
	<b>Total</b>	<b>16</b>
Second Year 1 <sup>st</sup> Semester		
_____ MCS-065	Advanced CPT Coding and Modifier*	3
_____ MCS-070	Advanced ICD-10-CM Coding*	3
_____ MCS-068	Medical Management & Ethics	3
_____ BUS-095	Fundamentals of Accounting	3
_____ MCS-056	Credentialing/Emerging Coding Trends*	3
	<b>Total</b>	<b>15</b>
Second Year 2 <sup>nd</sup> Semester		
_____ MCS-091	Healthcare Statistics*	3
_____ MCS-092	Medical Records & The Law	3
_____ PSY-271	Introduction to Psychology	3
_____ MCS-060	Medical Insurance Reimbursement	3
_____ BUS-141	Business Communications*	3
_____ MCS-075	Hospital – Medical Coding Internship* or	1
_____ MCS-085	Hospital Coding Certification Prep*	1
_____ MCS-080	Clinic – Medical Coding Internship* or	1
_____ MCS-090	Clinic Coding Certification Prep*	1
	<b>Total</b>	<b>17</b>
<b>Total Program Hours</b>		<b>66</b>

\*Prerequisite

Mod = Module = 8 week course

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Computer Applications	Degree	68	110601	CRT.ITAPS
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The goal of the degree program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career as a computer professional. The certificate provides supplemental training in the subject area to enhance other IT programs.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		



Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core IT classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for computer user support specialists within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while computer user support specialist positions are projected to grow 15.24%, a 157% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer user support specialists personnel within the State of Illinois in the last five years has increased and is predicted to increase a total of 15.24% within the next five years.
1.3 What is the district and/or regional need?	The demand for computer user support specialists personnel within the Lake Land College district, likewise, is predicted to increase 5.42% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, computer user support specialists will increase 42% more than the rate of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	This program provides students with the most relevant software/programming languages being used in industry.
3.2 What are the identified or potential weaknesses of the program?	Not all employers in industry are hiring for the same software/programming languages taught in the program.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of 20 classes (77%) that can be taken online and 6 classes (23%) taken in a traditional setting.
3.4 How does this program fit into a career pathway?	This program integrates with other degrees and certificates so students can get degrees/certificates in different IT areas.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The college uses the latest software and technology that is brought to this program from instructors attending national conferences in the IT field.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrolment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft Office certifications are made available to students during the program. Microsoft offers certification in IT programming and Office areas.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This program has a 2+2 agreement with Eastern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships have been made since the last review that impact the program.

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>The range of students enrolled in the AAS.ITAPS program for FY 2012-2017 was 5-14, with an average enrollment of 10 students. The CRT.ITAPS program, which contains the same core courses, had 0-2 students enrolled in FY 2012-2017, with an average enrollment of .8 students. The number of faculty teaching courses unique to the AAS.ITAPS and CRT.ITAPS programs during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 2.5-8 students. The average faculty to student ratio is 1 faculty member for every 5.8 students.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The program uses the most recent versions of programming software that is updated in regards to industry standards. The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	IT-Computer Applications Degree				
CIP Code	110601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	9	10	12	14

Number of Completers	0	2	5	2	3
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	There are no gaps in data.				
Are the students served in this program representative of the total student population? Please explain.	Yes, in comparison to both race and gender. For race, the program has 85% white and 15% other; compared to 93% white and 7% other for the total student population. For gender, the program has 46% male and 54% female; compared to 45% male and 55% female for the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, in comparison to both race and gender. For race, the program has 85% white and 15% other; compared to 73% white and 27% other for the district population. For gender, the program has 46% male and 54% female; compared to 48% male and 52% female for the district population.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program will continue with minor improvements. Percent of students enrolled in this program shows that it is representative of the student population.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps include marketing and promoting the program: Oct. 2017 at the High School District Career Day April 2018 at the 8 <sup>th</sup> Grade District Career Conference

## IT-COMPUTER APPLICATIONS

### (AAS.ITAPS) ASSOCIATE IN APPLIED SCIENCE

The concentration in Computer Applications provides students with entry-level skills necessary to work as a help-desk technician, software trainer or other computer professional. The student will be provided with a well-rounded computer curriculum featuring courses in application and graphics software, hardware, internet, web page design, networking, and programming.

First Year 1 <sup>st</sup> Semester			Semester Hours
_____	CIS-156	Computer Logic*	3
_____	CIS-160	Practical Software Application*	3
_____	CIS-071	Introduction to Networking <u>or</u>	
_____	CIS-101	Internet Systems/Applications	2
_____	SFS-101	Strategies for Success <u>or</u>	
_____	PED ----	P.E. Elective <u>or</u>	
_____	HED ----	Health Elective	2
_____	CIS-099	Web Page Design*	3
_____	EET-060	Computer Hardware	3
	<b>Total</b>		<b>16</b>
First Year 2 <sup>nd</sup> Semester			
_____	ENG-120	Composition I*	3
_____	CIS-093	Access*	2
_____	CIS-094	Excel	2
_____	CIS-100	Advanced Web Page Design*	3
_____	MAT-090	Math for Computer Applications+++ <u>or</u>	
_____	MAT-1---	Math Elective	3
_____	BUS-142	Introduction to Business	3
	<b>Total</b>		<b>16</b>
Second Year 1 <sup>st</sup> Semester			
_____	CIS-056	Advanced Software Applications*	3
_____	CIS-095	Database Management* +	3
_____	CIS-060	Project Management	2
_____	CIS-052	Visual Basic * +	4
_____	CIS-088	Adobe Photoshop*	3
_____	CIS-092	Adobe Illustrator*	3
	<b>Total</b>		<b>18</b>
Second Year 2 <sup>nd</sup> Semester			
_____	CIS-074	IT Seminar	1
_____	ITT-041	IT Computer Apps Degree Internship*	2
_____	CIS-049	Content Management Systems*	2
_____	CIS or ITT	Electives**	4
_____	PSY-271	Introduction to Psychology <u>or</u>	
_____	---- ----	Social Science Elective	3
_____	ECO-231	Principles of Econ I (Macro) <u>or</u>	
_____	---- ----	Introduction to Psychology	3
_____	SPE-111	Introduction to Speech Communication	3
	<b>Total</b>		<b>18</b>
<b>Total Program Hours</b>			<b>68</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

+Course only offered fall semester

+++Course only offered spring semester

\*\*Electives must be approved by the Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Network Administration	Degree	68	111001	CRT.ITNET
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		To provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field. All of the established goals are reviewed on an annual basis and have been consistently met.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		



Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core IT classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for network & computer system administrators within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while network & computer system administrator positions are projected to grow 9.59%, a 61.72% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for network & computer system administrators within the State of Illinois in the last five years has increased and is predicted to increase a total of 9.59% within the next five years.
1.3 What is the district and/or regional need?	The demand for network & computer system administrators within the Lake Land College district, likewise, is predicted to increase 4.65% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, network & computer system administrators will increase 22% more than the rate of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> </ul>
	<ul style="list-style-type: none"> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	The current capacity of the program is such that moderate increases in enrollment can be easily absorbed. No modifications have been made, and none are predicted.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The strength of the program is its certification-grade training and the experience and dedication of the instructors in the program.
3.2 What are the identified or potential weaknesses of the program?	Continuous change in the state of technology is the most significant challenge. Finding funding sources to meet those changes is an additional significant challenge.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offering each semester and student choices throughout the program.
3.4 How does this program fit into a career pathway?	This program feeds into a number of 2+2 programs at different colleges and universities in multiple states. Those students who do not choose to continue their education are well equipped to be employed in the IT field.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Scheduling core classes only on Monday and Wednesday for freshman and only on Tuesday and Thursday for sophomores has streamlined schedules and allowed students to be full-time and still maintain a viable work schedule.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrolment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Yes. A variety of industry IT and Microsoft Office certifications are made available to students during the program.  Certifications include four Microsoft Technology Associate (MTA) certifications in OS, Server, Security and Networking. Also included are Microsoft Office Specialist (MOS) certifications in Word, Excel, PowerPoint and Access.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are 2+2 articulations are in place with more than a half dozen 4-year colleges and universities in the area. Students have been successful at articulating classes at online universities as well (most notably WGU).

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships have been made since the last review that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.ITNET program for FY 2012-2017 was 48-65, with an average enrollment of 52.6 students. The CRT.ITNET program, which contains the same core courses, had 3-13 students enrolled in FY 2012-2017, with an average enrollment of 8.2 students. The number of faculty teaching courses unique to the AAS.ITNET and CRT.ITNET programs during FY 2012-2017 was 3. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 17-26 students. The average faculty to student ratio is 1 faculty member for every 20.3 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. More demand in lower-paying jobs tends to reduce enrollment, while layoffs and other large employment shifts tend to increase enrollment.

The program has a robust graduate pool who are continually looking for new talent. This has reduced the difficulty in placing graduates.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	IT-Network Administration
CIP Code	111001

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	48	42	48	60	65
Number of Completers	11	11	20	16	15
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment. Many of the students become employed prior to completion which reduces those numbers.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	n/a				
Are the students served in this program representative of the total student population? Please explain.	Generally the students are representative of the student population with regard to age and ethnicity. All IT programs skew 80/20 male/female. This program is no exception.				
Are the students served in this program representative of the district population? Please explain.	Generally the students are representative of the district population with regard to age and ethnicity. The program skews 80/20 male/female in this area as well.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable potential employees. We see only minor improvements needing to be made going forward to continue that trend.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Annual review during the assessment evaluation in the fall of the year with changes started in the spring and finished through the summer months.

**IT-NETWORK ADMINISTRATION****(AAS.ITNET) ASSOCIATE IN APPLIED SCIENCE**

The concentration in Network Administration provides an intensive course of study that prepares a student to work in a business environment while maintaining or administering a microcomputer network. The core required classes cover general areas in information technology and the concentration classes cover both the physical network and operating system environment in great detail. Many of the classes can be used as preparation for various hardware, networking, and OS certifications from Microsoft, CompTIA, Cisco and others.

<b>First Year 1<sup>st</sup> Semester</b>			<b>Semester Hours</b>
_____	EET-060	Computer Hardware	3
_____	CIS-156	Computer Logic*	3
_____	CIS-160	Practical Software Application*	3
_____	CIS-071	Introduction to Networking <u>or</u>	
_____	CIS-101	Internet Systems/Applications	2
_____	SFS-101	Strategies for Success <u>or</u>	
_____	PED ----	P.E. Elective <u>or</u>	
_____	HED ----	Health Elective	2
_____	CIS-099	Web Page Design*	3
	<b>Total</b>		<b>16</b>
<b>First Year 2<sup>nd</sup> Semester</b>			
_____	CIS-079	Client Operating System	3
_____	CIS-081	Networking Essentials	3
_____	ENG-120	Composition I*	3
_____	CIS-060	Project Management*	2
_____	MAT-090	Math for Computer Applications* <u>or</u>	
_____	MAT-1---	Math Elective	3
_____	SPE-111	Introduction to Speech Communication	3
	<b>Total</b>		<b>17</b>
<b>Second Year 1<sup>st</sup> Semester</b>			
_____	CIS-084	Server Operating Systems*	3
_____	CIS-087	TCP/IP and Routing* +	3
_____	CIS-073	Survey of Operating Systems+	3
_____	ECO-231	Principles of Econ I (Macro) <u>or</u>	
_____	----	Social Science Elective	3
_____	PSY-271	Introduction to Psychology <u>or</u>	
_____	----	Social Science Elective	3
_____	BUS-142	Introduction to Business	3
	<b>Total</b>		<b>18</b>
<b>Second Year 2<sup>nd</sup> Semester</b>			
_____	CIS-074	IT Seminar	1
_____	ITT-043	IT Net Admin Degree Internship*	2
_____	CIS-085	Advanced Server Operating System*	3
_____	CIS-089	Advanced Routing* +++	3
_____	CIS-070	Network Security* +	3
_____	----	IT Elective**	2
_____	CIS-053	Wireless Networking* +++	3
	<b>Total</b>		<b>17</b>
<b>Total Program Hours</b>			<b>68</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

+Course only offered fall semester

+++Course only offered spring semester

\*\*Electives must be approved by the Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Programming	Degree	68	110201	CRT.ITPROG
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The goal of the degree program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career in Programming. The certificate provides supplemental training in the subject area to enhance other IT programs.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		



Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core IT classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for computer programmers within the State of Illinois is expected to sharply decline during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while computer programmer positions are projected to decrease by 8.31%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer programmers within the State of Illinois in the last five years has decreased and is predicted to continue to decrease by a compounded annual rate of -.86% within the next five years.
1.3 What is the district and/or regional need?	The demand for computer programmers within the Lake Land College district, likewise, is predicted to decrease by 8.39% during the years 2012-2022.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	This program provides students with the most relevant software/programming languages being used in industry.
3.2 What are the identified or potential weaknesses of the program?	Not all employers in industry are hiring for the same software/programming languages taught in the program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of 13 classes (57%) that can be taken online and 10 classes (43%) taken in a traditional setting.

3.4 How does this program fit into a career pathway?	This program integrates with other degrees and certificates so students can get degrees/certificates in different IT areas. This program feeds into a number of 2+2 programs at different colleges and universities in multiple states.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The college uses the latest software and technology that is brought to this program from instructors attending national conferences in the IT field.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrollment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft offers certification in IT programming and Office areas. Microsoft Office certifications are made available to students during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This program has 2+2 agreements with Southern Illinois University, Indiana State University, University of Illinois at Springfield and Eastern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships have been made since the last review that impact the program.

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>The range of students enrolled in the AAS.ITPRO program for FY 2012-2017 was 32-43, with an average enrollment of 37.2 students. The CRT.ITPRO program, which contains the same core courses, had 3-7 students enrolled in FY 2012-2017, with an average enrollment of 4.8 students. The number of faculty teaching courses unique to the AAS.ITPRO and CRT.ITPRO programs during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 17.5-25 students. The average faculty to student ratio is 1 faculty member for every 21 students.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The program uses the most recent versions of programming software that is updated in regards to industry standards. The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	IT-Programming Degree				
CIP Code	110201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	38	32	32	41	43

Number of Completers	11	12	7	10	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	There are no gaps in data.				
Are the students served in this program representative of the total student population? Please explain.	Yes, in comparison to race but no, in comparison to gender. For race, the program has 81% white and 19% other; compared to 93% white and 7% other for the total student population. For gender, the program has 88% male and 12% female; compared to 45% male and 55% female for the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, in comparison to race and gender. For race, the program has 81% white and 19% other; compared to 73% white and 27% other for the district population. For gender, the program has 88% male and 12% female; compared to 48% male and 52% female for the district population.				

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program will continue with minor improvements. Percent of students enrolled in this program shows that it is representative of the student population.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps include marketing and promoting the program: Oct. 2017 at the High School District Career Day April 2018 at the 8 <sup>th</sup> Grade District Career Conference

**IT-PROGRAMMING****(AAS.ITPRO) ASSOCIATE IN APPLIED SCIENCE**

<b>First Year 1<sup>st</sup> Semester</b>		<b>Semester Hours</b>
_____ CIS-156	Computer Logic*	3
_____ CIS-160	Practical Software Applications*	3
_____ CIS-071	Introduction to Networking	2
_____ SFS-101	Strategies for Success <u>or</u>	
_____ PED ----	P.E. Elective <u>or</u>	
_____ HED ----	Health Elective	2
_____ EET-060	Computer Hardware	3
_____ CIS-099	Web Page Design*	3
	<b>Total</b>	<b>16</b>
<b>First Year 2<sup>nd</sup> Semester</b>		
_____ ENG-120	Composition I*	3
_____ CIS-162	Object-Oriented Programming I* ***	3
_____ CIS-100	Advanced Web Page Design*	3
_____ MAT-090	Math for Computer Applications*** <u>or</u>	
_____ MAT-1---	Math Elective*	3
_____ SPE-111	Introduction to Speech Communication	3
_____ BUS-142	Introduction to Business	3
	<b>Total</b>	<b>18</b>
<b>Second Year 1<sup>st</sup> Semester</b>		
_____ CIS-095	Database Management* +	3
_____ CIS-052	Visual Basic* +	4
_____ ECO-231	Principles of Econ I (Macro) <u>or</u>	
_____ ---- ----	Social Science Elective	3
_____ CIS-060	Project Management	2
_____ CIS-164	Object-Oriented Programming II * +	3
_____ CIS-170	Java Programming* +	3
	<b>Total</b>	<b>18</b>
<b>Second Year 2<sup>nd</sup> Semester</b>		
_____ CIS-083	Systems Design* ***	4
_____ CIS-074	IT Seminar	1
_____ ITT-045	IT Programming Degree Internship*	2
_____ PSY-271	Introduction to Psychology <u>or</u>	
_____ ---- ----	Social Science Elective	3
_____ ITT-054	Mobile Application Development* ***	3
_____ CIS-050	Advanced Web Technologies* ***	3
	<b>Total</b>	<b>16</b>
<b>Total Program Hours</b>		<b>68</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

+Course only offered fall semester

\*\*\*Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Web Technology	Degree	68	110801	CRT.ITWEB
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The purpose of the degree program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career in Web Technology.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		



Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core IT classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for web developers within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while web developer positions are projected to grow 32.42%, an overwhelming 446.71% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for web developers within the State of Illinois in the last five years has increased and is predicted to increase a total of 32.42% within the next five years.
1.3 What is the district and/or regional need?	The demand for web developers within the Lake Land College district, likewise, is predicted to increase 11.36% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, web developers will increase 198% more than the rate of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The content is taught dynamically which allows quick updates to match changing trends in the industry.
3.2 What are the identified or potential weaknesses of the program?	Funding levels do not always match the need for updated software/hardware.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of traditional and online courses. Approximately 25% of the courses are available online. CIS-099, CIS-060, CIS-156, CIS-160, and SFS-101 are available online.

3.4 How does this program fit into a career pathway?	This program feeds into a number of 2+2 programs at different colleges and universities in multiple states.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The implementation of social media as a skill.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrolment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	No industry credentials are offered, but a variety of IT and Microsoft Office certifications are made available to students during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulations are in place with a variety of colleges and universities in the area.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships, since the last program review, have been made that impact the program.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.ITWEB program for FY 2012-2017 was 5-16, with an average enrollment of 9.8 students. The CRT.ITWEB program, which contains the same core courses, had 1-6 students enrolled in FY 2012-2017, with an average enrollment of 2.4 students. The number of faculty teaching courses unique to the AAS.ITWEB and CRT.ITWEB programs during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 3-11 students. The average faculty to student ratio is 1 faculty member for every 5.8 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.

3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the office of institutional research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Information Technology – Web Technology				
CIP Code	110801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	8	10	16	10
Number of Completers	1	6	3	2	6
Other (Please identify)					

How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment. Continuous improvement of the curriculum has led to improved enrollment.
What disaggregated data was reviewed?	n/a
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identifiable gaps?	The college is performing relevant tasks to avoid gaps.
Are the students served in this program representative of the total student population? Please explain.	Yes the general makeup of the program is generally representative of the student population.
Are the students served in this program representative of the district population? Please explain.	Yes the general makeup of the program is generally representative of the district population. The program skews slightly more male.

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Students in the program are able to find employment in the web field.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Course content will continue to be updated to match industry standards. Summer 2017 - Course assignments and topics will be updated to include newer technology trends. Summer 2017 – New internship opportunities will be explored. Summer 2017 – New software will be installed for student use.

**IT-WEB TECHNOLOGY****(AAS.ITWEB) ASSOCIATE IN APPLIED SCIENCE**

<b>First Year 1<sup>st</sup> Semester</b>		<b>Semester Hours</b>
_____ CIS-099	Introduction to Web Technology*	3
_____ CIS-156	Computer Logic*	3
_____ CIS-088	Adobe Photoshop*	3
_____ BUS-142	Introduction to Business	3
_____ SFS-101	Strategies for Success <u>or</u>	
_____ PED ----	P.E. Elective <u>or</u>	
_____ HED ----	Health Elective	2
_____ CIS-160	Practical Software Applications*	3
	<b>Total</b>	<b>17</b>
<b>First Year 2<sup>nd</sup> Semester</b>		
_____ ITT-071	Web Scripting I	3
_____ CIS-049	Content Management Systems +	2
_____ CIS-051	Designing for the Web* +++	3
_____ ITT-053	Digital Media Arts* +++	3
_____ SPE-111	Introduction to Speech Communication	3
_____ CIS or ITT	IT Electives**	3
	<b>Total</b>	<b>17</b>
<b>Second Year 1<sup>st</sup> Semester</b>		
_____ ITT-072	Web Scripting II	3
_____ CIS-095	Database Management* +	3
_____ CIS-060	Project Management	2
_____ MAT-090	Math for Computer Applications+++ <u>or</u>	
_____ MAT-1---	Math Elective*	3
_____ ECO-231	Principles of Econ I (Macro) <u>or</u>	
_____ ---- ----	Social Science Elective	3
_____ CIS or ITT	IT Electives**	3
	<b>Total</b>	<b>17</b>
<b>Second Year 2<sup>nd</sup> Semester</b>		
_____ ITT-073	Web Scripting III	3
_____ ITT-047	IT Web Technology Degree Internship*	2
_____ CIS-074	IT Seminar	1
_____ ENG-120	Composition I	3
_____ PSY-271	Introduction to Psychology <u>or</u>	
_____ ---- ----	Social Science Elective	3
_____ CIS or ITT	IT Electives**	5
	<b>Total</b>	<b>17</b>
<b>Total Program Hours</b>		<b>68</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

+Course only offered fall semester

+++Course only offered spring semester

\*\*Electives must be approved by the Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Office Assistant-Legal	Degree	65	220301	NDP.OFS.GEN CRT.OFREC
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The overarching objective is to train students to work in a variety of legal offices.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated they feel prepared to successfully enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		



Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core business classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for legal secretaries within the State of Illinois is expected to decline during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while legal secretarial positions are projected to decrease by 4.02%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for legal secretaries within the State of Illinois in the last five years has decreased and is predicted to continue to decrease by a compounded annual rate of -.41% within the next five years.
1.3 What is the district and/or regional need?	The demand for legal secretaries within the Lake Land College district, likewise, is predicted to decrease by 5.71% during the years 2012-2022.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on changes in the legal field, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments from feedback received and assessment results.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Students are cross-trained to work in a non-legal setting through strong foundational courses. Student are required to complete an internship.
3.2 What are the identified or potential weaknesses of the program?	Declining state and district population has led to lower enrollment. We are regularly contacted by local employers looking for employees. We have a high demand but low supply of students to recommend.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	This program includes six courses which are only offered in a traditional face to face format. Three courses are offered only online. The remaining classes can be taken face to face or online.

3.4 How does this program fit into a career pathway?	Students can earn certificates in Office Professionals first and then continue on to get an associate degree. We have a 2+2 articulation is available through Eastern Illinois University which allows students to apply all their courses to a Bachelor degree in Organizational and Professional Development.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Secured Microsoft Office Specialist (MOS) licensing so student can earn internationally-recognized MOS certificates which validates their skills. MOS testing is free to students. We have a simulated office lab where students work collaboratively using various office machines, equipment, and software. Students prioritize, multi-task, and manage multiple deadlines.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core business classes. A few high schools will offer dual credit classes but it fluctuates each year. CIS-093 (Access) : Ramsey CIS-094 (Excel): Windsor, Beecher City, Arthur-Lovington-Atwood-Hammond, Neoga BUS141 (Business Communications): Charleston, Mattoon CIS056 (Advanced Software Applications): Kansas CIS160 (Practical Software Applications): Kansas, Okaw Valley, Shelbyville, Windsor, Pana, Dietrich
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation. Students must complete 320 hours of work-based learning.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access, and Outlook.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulation is in place with EIU so students can earn a Bachelor's degree in Organizational and Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.OFLEG program for FY 2012-2017 was 2-16, with an average enrollment of 7.2 students. The number of faculty teaching courses unique to the AAS.OFLEG program during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 1-8 students. The average faculty to student ratio is 1 faculty member for every 3.6 students.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty members participate in meetings and conferences offered by the following professional organizations: EIBEA, IBEA, NBEA, IACTE. Instructors have the opportunity to attend workshops to earn continuing professional development units on- or off-campus in addition to local, state, and national affiliation conferences.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. We currently have more job openings than student to fill. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Office Assistant – Legal				
CIP Code	220301				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	3	2	7	8	16
Number of Completers	0	1	1	5	3
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment in the legal field. Course assessment and advisory council feedback has helped to identify and promote collaboration between course curriculum and employer needs.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts.				
Are the students served in this program representative of the total student population? Please explain.	The students who attend the college are 65% female, 93.5% white and 91% in-district. Yes, this is reflective of our program with the exception that students in our program are 99% female.				
Are the students served in this program representative of the district population? Please explain.	Yes. Our student population is reflective of our district population with the exception of our students being predominately female.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the legal office field. Room for improvement always exists. We will continue to speak with employers during internship visits.

<p><b>Intended Action Steps</b>  What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> <li>1. Continue to expand marketing and recruiting efforts to attract students annually.</li> <li>2. Evaluate assessment data to incorporate curriculum changes annually.</li> <li>3. Interview students each semester to stay up-to-date with the industry's technology and trends.</li> <li>4. Visit interns each semester to get feedback from the sponsoring employer.</li> </ol>
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## OFFICE ASSISTANT-LEGAL

### (AAS.AALEG) ASSOCIATE IN APPLIED SCIENCE

Students will be highly trained to work in a variety of legal offices and court systems performing administrative support responsibilities. They will complete coursework in Microsoft Office software, notetaking, legal terminology, legal justice systems, desktop publishing, document formatting, and accounting. Students will also develop interpersonal and communication skills. The internship provides students with a realistic work experience.

First Year 1 <sup>st</sup> Semester		Semester Hours
_____ BUS-114	Advanced Formatting*	3
_____ BUS-123	Notetaking*	4
_____ ----	Social Science Elective^	3
_____ BUS-200	Legal Environment of Business	3
_____ ENG-095	Business English	3
_____ SFS-101	Strategies for Success <u>or</u>	
_____ HED ---	Health Elective <u>or</u>	
_____ PED ---	P.E. Elective	2
	<b>Total</b>	<b>18</b>
First Year 2 <sup>nd</sup> Semester		
_____ BUS-115	Processing Information* **	3
_____ CIS-160	Practical Software Applications*	3
_____ BUS-094	Business Mathematics	3
_____ BUS-095	Fundamentals of Accounting <u>or</u>	
_____ BUS-151	Financial Accounting*	3
_____ CIS-101	Internet Systems & Applications <u>or</u>	
_____ CIS-099	Web Page Design <u>or</u>	
_____ CIS-093	Access*	2-3
_____ BUS-065	Legal Terminology (Mod)	1
	<b>Total</b>	<b>15-16</b>
Second Year 1 <sup>st</sup> Semester		
_____ CIS-056	Advanced Software Applications*	3
_____ CIS-058	Specialized Software Applications	3
_____ BUS-141	Business Communications*	3
_____ CJS-150	Introduction to Criminal Justice	3
_____ SPE-111	Introduction to Speech Communication	3
_____ BUS-061	Office Transcription*	2
	<b>Total</b>	<b>17</b>
Second Year 2 <sup>nd</sup> Semester		
_____ PSY-271	Introduction to Psychology	3
_____ BUS-060	Automated Office Procedures * *** (Mod)	3
_____ BUS-079	Professional Development*** (Mod)	3
_____ BUS-081	Office Assistant Internship*	5
_____ BUS-080	Office Professionals Seminar	1
	<b>Total</b>	<b>15</b>
<b>Total Program Hours</b>		<b>65-66</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

\*Course only offered fall semester

\*\*Course only offered spring and summer semester

^SOS 050 Human Relations and PSY 271 Introduction to Psychology cannot be used as a social science elective

\*\*\*Course only offered spring semester



<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Office Assistant-Medical	Degree	65	510716	CRT.MDTRN NDP.OFS.MED NDP.OFS.GEN
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The overarching object of the program is to prepare graduates to successfully enter the workforce in a variety of medical offices.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	A list of all required courses for this program is attached to this program review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree program consists of general education classes, core business classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for skilled medical secretaries within the State of Illinois remains strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while medical secretarial positions are projected to grow 9.26%, a 56% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for medical secretarial personnel within the State of Illinois in the last five years has increased and is predicted to increase a total of 9.26% within the next five years.
1.3 What is the district and/or regional need?	The demand for medical secretarial personnel within the Lake Land College district, likewise, is predicted to increase 14.83% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, medical secretarial's growth rate is a rate almost quadruple that of all occupations within Lake Land's district.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based changes in the medical field, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments from feedback received in assessment results.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various office equipment and software programs and skills (medical coding, transcription, etc.) that is unique to the medical office setting.

3.2 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program. Local employers are always contacting the college for potential employees, and we do not have the numbers to fill the demand. Budget issues are always a concern. We are in need of updating the software versions we teach and books to go with the new software, but due to State budget issues, we cannot at the moment.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offerings each semester and student choices throughout the program. About 50% of the classes are offered online at one time during the semester. The college does offer of the all required classes in a traditional format for the semester on the checklist that is required except for the one hour Transcription classes and they are only offered online.
3.4 How does this program fit into a career pathway?	Students have the option of completing a certificate in this field first and then continuing on to complete the full associate degree. All classes for the certificate count towards the degree. All classes for the certificate count towards the degree. We also have a 2 + 2 agreement with Eastern Illinois University that allows them to count all classes from their associate degree toward a <b>Bachelor degree in Organizational and Professional Development.</b>
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Microsoft Office Specialist (MOS) credentialing is available to all students, so they can earn internationally-recognized MOS certificates which validates their skills. The development of a simulated office lab where students learn to prioritize, multi-task, manage multiple deadlines and work collaboratively using various office machines, equipment and software.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	<p>This program has dual credit opportunities in general education classes and in core business classes. We have a few high schools that offer some of the software classes required for this program as dual credit. Which high schools are offering those dual credit varies each year.</p> <p><b>CIS160 Practical Software Applications</b> (Kansas, Okaw Valley, Shelbyville, Windsor, Pana, Dietrich, )</p> <p><b>CIS093 Access</b> (Ramsey)</p> <p><b>BUS141 Business Communications</b> (Charleston, Mattoon)</p> <p><b>CIS094 Excel</b> (Windsor, Beecher City, Arthur-Lovington-Attwood-Hammond, Neoga)</p> <p><b>CIS056 Advanced Software Applications</b> (Kansas)</p>

3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation. The students must complete 320 hours of hands-on training in the medical office setting.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Students can receive Microsoft Office Specialist (MOS) certifications in Word, Excel, PowerPoint, Outlook.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2 + 2 agreement with Eastern Illinois University that allows them to count all classes from their associate degree toward a <b>Bachelor degree in Organizational and Professional Development.</b>
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.OFMED program for FY 2012-2017 was 19-35, with an average enrollment of 28.6 students. The number of faculty teaching courses unique to the AAS.OFMED program during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 9.5-17.5 students. The average faculty to student ratio is 1 faculty member for every 14.3 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty members participate in meetings and conferences offered by the following professional organizations: EIBEA, IBEA, NBEA, IACTE. Instructors have the opportunity to attend workshops to earn continuing professional development units on or off campus in addition to local, state, and national affiliation conferences.

3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.

3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
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List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the medical field. We currently have more job openings than we have students to fill them.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Office Assistant-Medical				
CIP Code	510716				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	25	32	32	35
Number of Completers	3	7	5	7	14
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment in the medical field. Review of course assessment and advisory council feedback has helped to identify and promote collaboration between course curriculum and employer needs.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				



What is the college doing to overcome any identifiable gaps?	Because enrollment is down we are constantly exploring marketing and recruiting efforts.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in district, white and female. However, we do have a greater percentage of female students and their average age is also higher than the college average.
Are the students served in this program representative of the district population? Please explain.	Yes, our student population is reflective of our district population.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Overall the program has been proven to be successful in preparing graduates to successfully enter the field of Medical Office Assistant. There is always room for improvements, and we will continue to use graduate advice, advisory committee feedback, and continue to evaluate assessment data to incorporate curricular changes.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> <li>1. Continue to interview graduates every semester to stay up to date with the industry's technology and trends.</li> <li>2. Continue to host advisory council meetings every year to learn employer needs.</li> <li>3. Implement feedback from graduates and advisory council members to ensure our courses are covering the skills/topics students need to know to be successfully employed in the industry annually.</li> <li>4. Internship visits done every semester allows for feedback from the community every semester. This dialog will continue to learn and discuss employer needs in the local area.</li> <li>5. Repeat this process in an ongoing manner.</li> </ol>



## OFFICE ASSISTANT-MEDICAL

### (AAS.AAMED) ASSOCIATE IN APPLIED SCIENCE

Students will be highly trained to work in a variety of medical offices, hospitals, and clinics performing administrative support responsibilities. They will complete coursework in Microsoft Office software, notetaking, medical terminology, medical billing and coding, medical software, desktop publishing, document formatting, and accounting. Students will also develop interpersonal and communication skills. The internship provides students with a realistic work experience.

First Year 1 <sup>st</sup> Semester		Semester Hours
_____ BUS-114	Advanced Formatting*	3
_____ BUS-123	Notetaking <sup>+</sup>	4
_____ BIO-050	Basic Anatomy and Physiology	4
_____ ENG-095	Business English	3
_____ SFS-101	Strategies for Success <u>or</u>	
_____ HED- ---	Health Elective <u>or</u>	
_____ PED- ---	P.E. Elective	2
	<b>Total</b>	<b>16</b>
First Year 2 <sup>nd</sup> Semester		
_____ BUS-115	Processing Information* <sup>++</sup>	3
_____ CIS-160	Practical Software Applications*	3
_____ BUS-059	Medical Insurance and Coding	3
_____ BUS-095	Fundamentals of Accounting <u>or</u>	
_____ BUS-151	Financial Accounting*	3
_____ AHE-041	Medical Terminology	3
_____ --- ---	Social Science Elective <sup>^</sup>	3
	<b>Total</b>	<b>18</b>
Second Year 1 <sup>st</sup> Semester		
_____ CIS-056	Advanced Software Applications*	3
_____ BUS-141	Business Communications *	3
_____ CIS-058	Specialized Software Applications	3
_____ SPE-111	Introduction to Speech Communication	3
_____ CIS-101	Internet Systems and Applications <u>or</u>	
_____ CIS-099	Web Page Design <u>or</u>	
_____ CIS-093	Access*	2-3
_____ BUS-063	Medical Transcription* (Mod 1)	1
_____ BUS-084	Advanced Medical Transcription* (Mod 2)	1
	<b>Total</b>	<b>16-17</b>
Second Year 2 <sup>nd</sup> Semester		
_____ PSY-271	Introduction to Psychology	3
_____ BUS-060	Automated Office Procedures* <sup>+++</sup> (Mod)	3
_____ BUS-079	Professional Development <sup>+++</sup> (Mod)	3
_____ BUS-083	Office Assistant Internship-Medical*	5
_____ BUS-080	Office Professionals Seminar	1
	<b>Total</b>	<b>15</b>
<b>Total Program Hours</b>		<b>65-66</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

<sup>+</sup>Course only offered fall semester

<sup>++</sup>Course only offered spring and summer semester

<sup>^</sup>SOS 050 Human Relations and PSY 271 Introduction to Psychology cannot be used as a social science elective

<sup>+++</sup>Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Digital Media Specialist	Cert	31	090702	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		To provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field. All of the established goals are reviewed on an annual basis and have been consistently met.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate program requires 31 hours in order to provide adequate training for employment in this program area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for IT-digital media specialists within the State of Illinois remains strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while IT-digital media specialists positions are projected to grow 8.74%, a 47% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for IT-digital media specialists within the State of Illinois in the last five years has increased and is predicted to increase a total of 8.74% within the next five years.
1.3 What is the district and/or regional need?	The demand for IT-digital media specialists within the Lake Land College district, likewise, is predicted to increase 1.08% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, IT-digital media specialists will increase at a significantly lower rate than that of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	The current capacity of the program is such that moderate increases in enrollment can be easily absorbed. No modifications have been made, and none are predicted.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The strength of the program is its high level of industry training and the experience and dedication of the instructors in the program.
3.2 What are the identified or potential weaknesses of the program?	Continuous change in the state of technology is the most significant challenge. Finding funding sources to meet those changes is an additional significant challenge.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offering each semester and student choices throughout the program.
3.4 How does this program fit into a career pathway?	This certificate program contains core classes that can be expanded upon in the larger degree program the college also offers (AAS in IT-COMPUTER APPS).

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Scheduling core classes only on Monday and Wednesday for freshman and only on Tuesday and Thursday for sophomores has streamlined schedules and allowed students to be full-time and still maintain a viable work schedule.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrolment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Yes. Certifications include Microsoft Office Specialist (MOS) certifications in Word, Excel, PowerPoint and Access.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements in place for the degree program and most students who are interested in continuing on to senior institutions graduate from the certificate program and enter the degree program to take advantage of those agreements.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships have been made since the last review that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the CRT.DMS program for FY 2012-2017 was 1-11, with an average enrollment of 3.8 students. The number of faculty teaching courses unique to the CRT.DMS program during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per .5-5.5 students. The average faculty to student ratio is 1 faculty member for every 1.9 students.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.

3.24 Did the review of program quality result in any actions or modifications? Please explain.

After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. More demand in lower-paying jobs tends to reduce enrollment, while layoffs and other large employment shifts tend to increase enrollment.

The program has a robust graduate pool who are continually looking for new talent. This has reduced the difficulty in placing graduates.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Digital Media Specialist				
CIP Code	090702				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	2	3	2	11
Number of Completers	1	0	1	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment. Many of the students become employed prior to completion or change to the degree program before completion.				
What disaggregated data was reviewed?	n/a				

Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identifiable gaps?	n/a
Are the students served in this program representative of the total student population? Please explain.	Generally the students are representative of the student population with regard to age and ethnicity. All IT programs skew 80/20 male/female. This program is no exception.
Are the students served in this program representative of the district population? Please explain.	Generally the students are representative of the district population with regard to age and ethnicity. The program skews 80/20 male/female in this area as well.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable potential employees. We see only minor improvements needing to be made going forward to continue that trend.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Annual review during the assessment evaluation in the fall of the year with changes started in the spring and finished through the summer months.



## IT-Digital Media Specialist

### CRT.ITDMS

The certificate in Digital Media trains a student to work at the nexus of web development, movie production and broadcast TV production. The skills required for complete development of a video production from concept to completed broadcast over the air or on the web will be covered.

First Year		Semester
1st Semester		Hours
RTV 180	Basic TV Production	3
CIS 099	Web Page Design	3
CIS 066+	Digital Video Production	3
ITT 053+++	Digital Media Arts	3
	IT Elective	3
	<b>Total</b>	<b>15</b>
		Semester
2nd Semester		Hours
CIS 067*	Advanced Digital Video Production	3
CIS 063+++	3D Computer Animation	3
ITT 048	IT Digital Media Cert Int	1
ITT 068*	Digital Video Effects	3
CIS 049	Content Management Systems	2
	IT Elective**	4
	<b>Total</b>	<b>16</b>
<b>PROGRAM TOTAL</b>		<b>31</b>

\*Please note prerequisites

\*\*All electives must be approved by Program Coordinator

+ Course only offered fall semester

+++ Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Desktop Publishing Graphic Design	Cert	34	100303	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The objective of this certificate program is to prepare graduates to successfully enter the workforce in entry-level positions in the desktop publishing graphic design field		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field. Most certificate majors in this program eventually go on to finish the associate degree. Those students who graduate with the certificate indicate that they feel they have the basic skills needed to enter the workforce.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	A list of all required courses for this program is attached to this program review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate program requires 34 hours in order to provide adequate training for employment in this program area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for graphic design personnel within the State of Illinois remains stable with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while graphic designer positions are projected to grow 3.28%, which is 44% less than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for graphic design personnel within the State of Illinois in the last five years has increased and is predicted to increase a total of 3.28% within the next five years.
1.3 What is the district and/or regional need?	The demand for graphic design personnel within the Lake Land College district is predicted to decrease 4.33% during the years 2012-2022.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Desktop Publishing/Graphic Design faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Excellent instructors who work together to make smooth transitions from lower level courses to upper level courses. Real world experienced graphic designers are utilized to teach several of the courses. Industry software (InDesign, Illustrator, and PhotoShop) is taught in the classes to prepare students. We also have several Mac computers (which is the industry standard) and an industry printer in the classroom to give students hands-on experience with this tool.

3.2 What are the identified or potential weaknesses of the program?	Budget issues are always a concern. We are in need of updating the software versions we teach and books to go with the new software, but due to State budget issues, we cannot at the during this academic year.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offerings each semester and student choices throughout the program. Most of the “core” classes are offered in a traditional face-to-face format due to limited enrollment and the expensive software tools students need access to.
3.4 How does this program fit into a career pathway?	This certificate program contains the core classes in the larger degree program the college also offers. All classes students complete in this certificate program count towards the degree. We also have a 2 + 2 agreement with Eastern Illinois University that allows them to count all classes from their associate degree toward a Bachelor degree in Organizational Professional Development.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The certificate program ends with an advanced desktop skills course where students create multiple projects using all of the core software tools (InDesign, PhotoShop, Illustrator) that they have learned during the certificate program.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core business classes. We also have a few high schools that offer some of the software classes required for this program as dual credit. Which high schools are offering those dual credit varies each year. This year we have the following courses that are specific to the desktop publishing graphic design program being offered as dual credit at area high schools: -CIS-088 PhotoShop—Kansas High School, and Marshall High School -CIS-090 InDesign—Charleston High School, and Marshall High School
3.7 What work-based learning opportunities are available and integrated into the curriculum?	In the advanced desktop skills course, students are required to create multiple hands-on projects and print them on our industry level printer.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft Office certifications in areas including Word, Excel, PowerPoint, Access, and Outlook are made available to students at no charge during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2 + 2 articulations are in place with Eastern Illinois for the associate degree in desktop publishing graphic design. This certificate program is the foundation for the associate degree. Students who complete the associate degree can transfer to Eastern as a Junior, with all classes from the desktop publishing graphic design associate degree counting toward a Bachelor degree in Organizational Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.DPGD program for FY 2012-2017 was 15-36, with an average enrollment of 26.6 students. The CRT.DPGD program, which contains the same core courses, had 2-5 students enrolled in FY 2012-2017, with an average enrollment of 2.8 students. The number of faculty teaching courses unique to the AAS.DPGD and CRT.DPGD programs during FY 2012-2017 was 4. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 4.25-10.25 students. The average faculty to student ratio is 1 faculty member for every 7.35 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Depending on budget availability, full-time instructors have the ability to attend training events and conferences to stay up to date with trends and technology in this field.

3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence. However, budget concerns may change this process.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.

3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
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List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Desktop Publishing Graphic Design CRT.DPGD				
CIP Code	100303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	2	2	5	3
Number of Completers	6	6	3	0	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				



What is the college doing to overcome any identifiable gaps?	There were no gaps.
Are the students served in this program representative of the total student population? Please explain.	Yes. There are a representative number of male and female students. Most of our population is Caucasian.
Are the students served in this program representative of the district population? Please explain.	Yes. There are a representative number of male and female students. Most of our population is Caucasian.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the field of desktop publishing graphic design. There is always room for improvements, and we will continue to use graduate and advisory committee feedback to improve the program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> <li>1. Continue to interview graduates and industry advisory council members to stay up to date with industry technology and trends on an annual basis.</li> <li>2. Evaluate course outcome assessment results in the program at the end of each semester to ensure students are learning/comprehending the skills/topics needed in order to be successfully employed in the desktop publishing graphic design field and make adjustments as needed.</li> <li>3. Evaluate individual courses on an annual basis and make adjustments as needed regarding contents to be covered to prepare students to be successfully employed in the field.</li> <li>4. Repeat this process in an ongoing manner.</li> </ol>

## DESKTOP PUBLISHING GRAPHIC DESIGN

### (CRT.DPGD) CERTIFICATE

This certificate provides skills and knowledge to prepare student for entry-level positions in desktop publishing and web page design. With a knowledge of keyboarding, graphic art software and web page design, graduates may fill various positions in the desktop publishing, web page design and graphic design fields.

First Year 1 <sup>st</sup> Semester			Semester Hours
_____	CIS-088	Adobe Photoshop*	3
_____	CIS-092	Adobe Illustrator*	3
_____	CIS-099	Web Page Design	3
_____	CIS-160	Practical Software Applications*	3
_____	BUS-114	Advanced Formatting*	3
	<b>Total</b>		<b>15</b>
First Year 2 <sup>nd</sup> Semester			
_____	CIS-090	Adobe InDesign*	3
_____	CIS-051	Designing for the Web* +++	3
_____	CIS-058	Specialized Software Apps*	3
_____	ENG-095	Business English	3
	<b>Total</b>		<b>12</b>
Second Year 1 <sup>st</sup> Semester			
_____	CIS-098	Advanced Desktop Skills* +	3
_____	BUS-141	Business Communications*	3
_____	BUS ----	Any BUS Business Class <u>or</u>	
_____	CIS ----	CIS Computer Class	1
	<b>Total</b>		<b>7</b>
<b>Total Program Hours</b>			<b>34</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

+Course only offered fall semester

+++Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Computer Applications	Cert	30	110601	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The goal of the degree program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career as a computer professional. The certificate provides supplemental training in the subject area to enhance other IT programs.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for computer user support specialists within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while computer user support specialist positions are projected to grow 15.24%, a 157% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer user support specialists personnel within the State of Illinois in the last five years has increased and is predicted to increase a total of 15.24% within the next five years.
1.3 What is the district and/or regional need?	The demand for computer user support specialists personnel within the Lake Land College district, likewise, is predicted to increase 5.42% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, computer user support specialists will increase 42% more than the rate of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	This program provides students with the most relevant software/programming languages being used in industry.
3.2 What are the identified or potential weaknesses of the program?	Not all employers in industry are hiring for the same software/programming languages taught in the program.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of 10 classes (83%) that can be taken online and 2 classes (17%) taken in a traditional setting.
3.4 How does this program fit into a career pathway?	This program integrates with other degrees and certificates so students can get degrees/certificates in different IT areas. This certificate program contains the core classes in the larger degree program the college also offers.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The college uses the latest software and technology that is brought to this program from instructors attending national conferences in the IT field.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrollment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft offers certification in IT programming and Office areas. No industry credentials are offered but a variety of IT and Microsoft Office certifications are made available to students during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulations in place for certificate programs.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships have been made since the last review that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.ITAPS program for FY 2012-2017 was 5-14, with an average enrollment of 10 students. The CRT.ITAPS program, which contains the same core courses, had 0-2 students enrolled in FY 2012-2017, with an average enrollment of .8 students. The number of faculty teaching courses unique to the AAS.ITAPS and CRT.ITAPS programs during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 2.5-8 students. The average faculty to student ratio is 1 faculty member for every 5.8 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.
3.16 What is the status of the current technology and equipment used for this program?	The program uses the most recent versions of programming software that is updated in regards to industry standards. The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.

3.19 How is student satisfaction information collected?	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.



List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	IT-Computer Applications Certificate				
CIP Code	110601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	0	0	2	1
Number of Completers	1	0	0	1	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	There are no gaps in data.				

Are the students served in this program representative of the total student population? Please explain.	Yes, in comparison to both race and gender. For race, the program has 85% white and 15% other; compared to 93% white and 7% other for the total student population. For gender, the program has 46% male and 54% female; compared to 45% male and 55% female for the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, in comparison to both race and gender. For race, the program has 85% white and 15% other; compared to 73% white and 27% other for the district population. For gender, the program has 46% male and 54% female; compared to 48% male and 52% female for the district population.

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program will continue to supplement other degrees and certificates.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps include marketing and promoting the program: Oct. 2017 at the High School District Career Day April 2018 at the 8 <sup>th</sup> Grade District Career Conference

## IT-COMPUTER APPLICATIONS

### (CRT.ITAPS) CERTIFICATE

This certificate in Computer Applications lays the foundation for entry level work as a help desk assistant or computer user. The course work is spread among the various information technology concentrations and allows for future completion of any of the IT degrees.

First Year 1 <sup>st</sup> Semester		Semester Hours
_____ CIS-156	Computer Logic*	3
_____ CIS-160	Practical Software Application*	3
_____ CIS-099	Web Page Design*	3
_____ CIS-071	Introduction to Networking <u>or</u>	
_____ CIS-101	Internet Systems/Applications	2
_____ CIS-094	Excel	2
_____ CIS-088	Adobe Photoshop*	3
	<b>Total</b>	<b>16</b>
First Year 2 <sup>nd</sup> Semester		
_____ CIS-093	Access*	2
_____ EET-060	Computer Hardware	3
_____ CIS-056	Advanced Software Applications*	3
_____ ITT-040	IT Computer Apps Certificate Internship*	1
_____ CIS-100	Advanced Web Page Design*	3
_____ CIS or ITT	Elective**	2
	<b>Total</b>	<b>14</b>
<b>Total Program Hours</b>		<b>30</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

\*\*Electives must be approved by the Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Network Administration	Cert	30	11101	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		To provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field. All of the established goals are reviewed on an annual basis and have been consistently met.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for network & computer system administrators within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while network & computer system administrator positions are projected to grow 9.59%, a 61.72% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for network & computer system administrators within the State of Illinois in the last five years has increased and is predicted to increase a total of 9.59% within the next five years.
1.3 What is the district and/or regional need?	The demand for network & computer system administrators within the Lake Land College district, likewise, is predicted to increase 4.65% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, network & computer system administrators will increase 22% more than the rate of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	The current capacity of the program is such that moderate increases in enrollment can be easily absorbed. No modifications have been made, and none are predicted.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The strength of the program is its certification-grade training and the experience and dedication of the instructors in the program.
3.2 What are the identified or potential weaknesses of the program?	Continuous change in the state of technology is the most significant challenge. Finding funding sources to meet those changes is an additional significant challenge.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offering each semester and student choices throughout the program.
3.4 How does this program fit into a career pathway?	This certificate program contains the core classes in the larger degree program the college also offers.

3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Scheduling core classes only on Monday and Wednesday for freshman and only on Tuesday and Thursday for sophomores has streamlined schedules and allowed students to be full-time and still maintain a viable work schedule.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrolment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Yes. A variety of industry IT and Microsoft Office certifications are made available to students during the program.  Certifications include four Microsoft Technology Associate (MTA) certifications in OS, Server, Security and Networking. Also included are Microsoft Office Specialist (MOS) certifications in Word, Excel, PowerPoint and Access.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements in place for the degree program and most students who are interested in continuing on to senior institutions graduate from the certificate program and enter the degree program to take advantage of those agreements.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships have been made since the last review that impact the program.

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>The range of students enrolled in the AAS.ITNET program for FY 2012-2017 was 48-65, with an average enrollment of 52.6 students. The CRT.ITNET program, which contains the same core courses, had 3-13 students enrolled in FY 2012-2017, with an average enrollment of 8.2 students. The number of faculty teaching courses unique to the AAS.ITNET and CRT.ITNET programs during FY 2012-2017 was 3. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 17-26 students. The average faculty to student ratio is 1 faculty member for every 20.3 students.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>



3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. More demand in lower-paying jobs tends to reduce enrollment, while layoffs and other large employment shifts tend to increase enrollment.

The program has a robust graduate pool who are continually looking for new talent. This has reduced the difficulty in placing graduates.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	IT-Network Administration
CIP Code	111001

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	10	3	13	7
Number of Completers	2	7	6	1	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment. Many of the students become employed prior to completion or change to the degree program before completion.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	n/a				
Are the students served in this program representative of the total student population? Please explain.	Generally the students are representative of the student population with regard to age and ethnicity. All IT programs skew 80/20 male/female. This program is no exception.				
Are the students served in this program representative of the district population? Please explain.	Generally the students are representative of the district population with regard to age and ethnicity. The program skews 80/20 male/female in this area as well.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable potential employees. We see only minor improvements needing to be made going forward to continue that trend.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Annual review during the assessment evaluation in the fall of the year with changes started in the spring and finished through the summer months.

## IT-NETWORK ADMINISTRATION

### (CRT.ITNET) CERTIFICATE

The certificate in Network Administration lays the foundation for entry level work as a network technician or PC technician. The course work is spread among the various information technology concentrations and allows for future completion of any of the IT degrees without complications. The certificate is excellent for supplementing another associate degree.

First Year 1 <sup>st</sup> Semester		Semester Hours
_____	EET-060 Computer Hardware	3
_____	CIS-156 Computer Logic*	3
_____	CIS-160 Practical Software Application*	3
_____	CIS-071 Introduction to Networking <u>or</u>	
_____	CIS-101 Internet Systems/Applications	2
_____	CIS-079 Client Operating System	3
	<b>Total</b>	<b>14</b>
First Year 2 <sup>nd</sup> Semester		
_____	CIS-081 Networking Essentials	3
_____	CIS-099 Web Page Design*	3
_____	CIS-073 Survey of Operating Systems <sup>+</sup>	3
_____	CIS-084 Server Operating Systems*	3
_____	ITT-042 IT Net Admin Certificate Internship	1
-----	IT Elective**	3
	<b>Total</b>	<b>16</b>
<b>Total Program Hours</b>		<b>30</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

<sup>+</sup>Course only offered fall semester

<sup>\*\*</sup>Electives must be approved by the Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Programming	Cert	30	110201	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The goal of the degree program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career in Programming. The certificate provides supplemental training in the subject area to enhance other IT programs.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for computer programmers within the State of Illinois is expected to sharply decline during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while computer programmer positions are projected to decrease by 8.31%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer programmers within the State of Illinois in the last five years has decreased and is predicted to continue to decrease by a compounded annual rate of -.86% within the next five years.
1.3 What is the district and/or regional need?	The demand for computer programmers within the Lake Land College district, likewise, is predicted to decrease by 8.39% during the years 2012-2022.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	This program provides students with the most relevant software/programming languages being used in industry.
3.2 What are the identified or potential weaknesses of the program?	Not all employers in industry are hiring for the same software/programming languages taught in the program.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of 9 classes (75%) that can be taken online and 3 classes (25%) taken in a traditional setting.

3.4 How does this program fit into a career pathway?	This program integrates with other degrees and certificates so students can get degrees/certificates in different IT areas. This certificate program contains the core classes in the larger degree program the college also offers.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The college uses the latest software and technology that is brought to this program from instructors attending national conferences in the IT field.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrollment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	No industry credentials are offered but a variety of IT and Microsoft Office certifications are made available to students during the program. Microsoft offers certification in IT programming and Office areas.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulations in place for certificate programs.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships have been made since the last review that impact the program.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.ITPRO program for FY 2012-2017 was 32-43, with an average enrollment of 37.2 students. The CRT.ITPRO program, which contains the same core courses, had 3-7 students enrolled in FY 2012-2017, with an average enrollment of 4.8 students. The number of faculty teaching courses unique to the AAS.ITPRO and CRT.ITPRO programs during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 17.5-25 students. The average faculty to student ratio is 1 faculty member for every 21 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.
3.16 What is the status of the current technology and equipment used for this program?	The program uses the most recent versions of programming software that is updated in regards to industry standards. The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>



3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	IT-Programming Certificate				
CIP Code	110201				
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	7	5	3	3	6
Number of Completers	0	5	3	3	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	There are no gaps in data.				
Are the students served in this program representative of the total student population? Please explain.	Yes, in comparison to race but no, in comparison to gender. For race, the program has 81% white and 19% other; compared to 93% white and 7% other for the total student population. For gender, the program has 88% male and 12% female; compared to 45% male and 55% female for the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, in comparison to race and gender. For race, the program has 81% white and 19% other; compared to 73% white and 27% other for the district population. For gender, the program has 88% male and 12% female; compared to 48% male and 52% female for the district population.				

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program will continue to supplement other degrees and certificates.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps include marketing and promoting the program: Oct. 2017 at the High School District Career Day April 2018 at the 8 <sup>th</sup> Grade District Career Conference

## IT-PROGRAMMING

### (CRT.ITPROG) CERTIFICATE

First Year 1 <sup>st</sup> Semester		Semester Hours
_____	CIS-156 Computer Logic	3
_____	CIS-160 Practical Software Applications*	3
_____	CIS-071 Introduction to Networking	2
_____	CIS-099 Introduction to Web Technology*	3
_____	CIS-060 Project Management	2
	<b>Total</b>	<b>13</b>
First Year 2 <sup>nd</sup> Semester		
_____	ITT-054 Mobile Application Development*	3
_____	CIS-052 Visual Basic* +	4
_____	CIS-162 Object-Oriented Programming* ***	3
_____	ITT-044 IT Programming Certificate Internship*	1
_____	CIS ---- CIS or ITT Elective**	6
	<b>Total</b>	<b>17</b>
<b>Total Program Hours</b>		<b>30</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

\*\*Electives must be approved by the Program Coordinator

+Course only offered fall semester

+++Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
IT-Web Technology	Cert	30	110801	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This certificate provides supplemental training in the subject area to enhance other IT programs.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	A list of all required courses for this program is attached to this program review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for web developers within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while web developer positions are projected to grow 32.42%, an overwhelming 446.71% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for web developers within the State of Illinois in the last five years has increased and is predicted to increase a total of 32.42% within the next five years.
1.3 What is the district and/or regional need?	The demand for web developers within the Lake Land College district, likewise, is predicted to increase 11.36% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, web developers will increase 198% more than the rate of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The content is taught dynamically which allows quick updates to match changing trends in the industry.
3.2 What are the identified or potential weaknesses of the program?	Funding levels do not always match the need for updated software/hardware.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of traditional and online courses. Approximately 25% of the courses are available online. CIS-099, CIS-060, CIS-156, CIS-160, and SFS-101 are available online.
3.4 How does this program fit into a career pathway?	This certificate program contains the core classes in the larger degree program the college also offers.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The implementation of social media as a skill.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provides dual enrolment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	No industry credentials are offered, but a variety of IT and Microsoft Office certifications are made available to students during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation agreements in place for certificate programs.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened but no new significant partnerships, since the last program review, have been made that impact the program.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the AAS.ITWEB program for FY 2012-2017 was 5-16, with an average enrollment of 9.8 students. The CRT.ITWEB program, which contains the same core courses, had 1-6 students enrolled in FY 2012-2017, with an average enrollment of 2.4 students. The number of faculty teaching courses unique to the AAS.ITWEB and CRT.ITWEB programs during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 3-11 students. The average faculty to student ratio is 1 faculty member for every 5.8 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.



3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the office of institutional research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Information Technology – Web Technology				
CIP Code	110801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	2	1	1	2
Number of Completers	0	0	1	3	3
Other (Please identify)					

How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.
What disaggregated data was reviewed?	n/a
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identifiable gaps?	The college is performing relevant tasks to avoid gaps.
Are the students served in this program representative of the total student population? Please explain.	Yes the general makeup of the program is generally representative of the student population.
Are the students served in this program representative of the district population? Please explain.	Yes the general makeup of the program is generally representative of the district population. The program skews slightly more male.

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Students in the program are able to find employment in the web field.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Course content will continue to be updated to match industry standards. Summer 2017 - Course assignments and topics will be updated to include newer technology trends. Summer 2017 – New internship opportunities will be explored. Summer 2017 – New software will be installed for student use.

**IT-WEB TECHNOLOGY****(CRT.ITWEB) CERTIFICATE**

<b>First Year 1<sup>st</sup> Semester</b>			<b>Semester Hours</b>
_____	CIS-099	Web Page Design*	3
_____	CIS-156	Computer Logic*	3
_____	CIS-088	Adobe Photoshop*	3
_____	CIS-160	Practical Software Applications*	3
_____	CIS-095	Database Management* +	3
	<b>Total</b>		<b>15</b>
<b>First Year 2<sup>nd</sup> Semester</b>			
_____	ITT-071	Web Scripting I	3
_____	CIS-049	Content Management Systems* +	3
_____	CIS-051	Designing for the Web* +++	3
_____	CIS-060	Project Management	3
_____	ITT-047	IT Web Technology Certificate Internship*	1
_____	CIS or ITT	IT Electives**	3
	<b>Total</b>		<b>15</b>
<b>Total Program Hours</b>			<b>30</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

+Course only offered fall semester

+++Course only offered spring semester

\*\*Electives must be approved by the Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Medical Coding Specialist	Cert	41	510713	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The objective of the program is to prepare graduates to obtain their CPC (Certified Professional Coder credential through the AAPC) and CCA (Certified Coding Associate credential through AHIMA) and successfully enter the workforce in the Medical Coding Field.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully sit for their credentialing exams and enter the workforce in the medical coding field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	A list of all required courses for this program is attached to this program review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate program requires 41 hours in order to provide adequate training for employment in this program area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for skilled workers in medical coding and records within the State of Illinois remains strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while medical coding positions are projected to grow 9.72%, a 64% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for medical coding and records personnel within the State of Illinois in the last five years has increased and is predicted to increase 9.72% within the next five years.
1.3 What is the district and/or regional need?	The demand for medical coding and records personnel within the Lake Land College district, likewise, is predicted to increase 7.84% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, medical coding's growth rate is over double.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these</li> </ul>

1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on changes in the medical field, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. Full-time employed medical coders are utilized to teach several of the coding courses. Industry software (Encoder Pro, Medisoft, and Express Scribe) is taught in the classes to prepare students to work in a clinical or hospital setting. Students get lots of hands-on real case scenarios to code from both the ICD-10-CM code set and the CPT code set.
3.2 What are the identified or potential weaknesses of the program?	Budget issues are always a concern. We are in need of updating the books to keep up with the changes in the medical field, but due to State budget issues, we cannot this academic year.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	This program is offered as all online classes. We do offer some of the classes in the traditional method but we set it up so every class can be taken online.
3.4 How does this program fit into a career pathway?	Students have the option of completing a certificate in the medical coding field first and then continuing on to complete the full associate degree. All classes for the certificate count towards the degree. Most students will then sit for the CCA and CPC credential and will enter the workforce. Others will then enroll in a 4 year university and complete their Bachelor's Degree and then receive their RHIT (Registered Health Information Technician – AHIMA) credential which will allow them to code hospital procedures.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	With almost every chapter in the books we have created coding scenarios for students to work through and code. We allow the students to use the Encoder Pro software for their advanced level coding classes, but they must use the code set books for the beginning level classes. This will train them for any office situation. Also students are trained in Medical Transcription because many times they will code the operative reports that are typed, and this will teach them to read the reports plus provide them with additional medical office skills. To prepare them for their credentialing exams, we offer clinical and hospital certificate prep courses that will allow them to take practice tests, or they can complete an internship and gain some hands-
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time.

3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program offers the opportunity to complete an internship class which requires work-based learning or they can complete the certificate prep classes which will prepare them to sit for their coding credentials.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	CPC (Certified Professional Coder through the AAPC) CCA (Certified Coding Associate through AHIMA)
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	n/a
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships in the medical offices, clinics, and local hospitals have been strengthened, but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the CRT.MCS program for FY 2012-2017 was 35-44, with an average enrollment of 42 students. The number of faculty teaching courses unique to the CRT.MCS program during FY 2012-2017 was 4. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 8.75-13.75 students. The average faculty to student ratio is 1 faculty member for every 10.5 students.



3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The Program Coordinator meets each semester with the adjunct instructors to discuss changes, concerns, assessment, and updates to the program and courses included in the program. The adjunct faculty also serves on the advisory council to get input from the local medical facilities to make sure we are teaching what is needed in their offices. We have been able to attend workshops when major changes have happened to the medical coding field. For example, we attended a conference to change from ICD-9-CM coding to ICD-10-CM coding 2 years ago.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. The software we use has been purchased and was recently updated. However, budget concerns may change this process.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator and program instructors participate in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the medical field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.

3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Medical Coding Specialists CRT.MCS				
CIP Code	510713				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	35	41	50	41	44
Number of Completers	19	25	9	15	21
Other (Please identify)					

How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment. Some graduates report having found employment in the Medical Field or are currently actively seeking employment.
What disaggregated data was reviewed?	n/a
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identifiable gaps?	There were no gaps.
Are the students served in this program representative of the total student population? Please explain.	Yes. The total student population is very representative to this program in ethnicity and gender. The majority of our population is Caucasian and the enrollment numbers of male to female are very representative of the student population with the majority being female. Many of the students in this program are non-traditional students coming back to earn their degree. .
Are the students served in this program representative of the district population? Please explain.	Yes. The majority of our district population are Caucasian females. The enrollment numbers in this program are representative of that data. The out-of-district population is slightly higher than the overall college figures because of this program being offered all online.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	<p>Overall, the program has proven to be successful in preparing graduates to successfully enter the field of Medical Coding and Health Information.</p> <p>There is always room for improvements, and we will continue to use graduate and advisory committee feedback to improve the program.</p>
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> <li>1. Continue to interview graduates each semester and medical industry advisory members to stay up to date with the medical field's technology and trends annually.</li> <li>2. Make sure our courses are covering the skills/topics students need to know to be successfully employed in the Medical Coding and Health Information field by consulting with advisory council members annually.</li> <li>3. Repeat this process in an ongoing manner.</li> </ol>

## Medical Coding Specialist Online Certificate

**Medical Coding Special Certificate -- CRT.MCS** presents a comprehensive study of both diagnostic and procedural medical coding using nationally recognized ICD9CM, CPT, and HCPCS coding. It prepares the student for employment as a coding specialist in hospitals, clinics, surgery centers, long-term and home health care facilities. Coding specialists are also employed by consulting firms, coding and billing services, insurance companies, and governmental agencies. Upon successful completion of the program, graduates will be able to pass coding exams available through national organizations such as the American Health Information Management Association (AHIMA) and the American Academy of Professional Coders (AAPC).

First Year 1 <sup>st</sup> Semester		Semester Hours
_____ CIS-160	Practical Software Applications*	3
_____ MCS-040	Health Information for Professionals	3
_____ BIO-050	Basic Anatomy and Physiology	4
_____ AHE-044	Pathophysiology	3
	<b>Total</b>	<b>13</b>

First Year 2 <sup>nd</sup> Semester		
_____ PNC-053	Basic Pharmacology I (Mod 1)	2
_____ PNC-055	Basic Pharmacology II (Mod 2)	1
_____ AHE-041	Medical Terminology	3
_____ MCS-050	Principles of CPT Coding	3
_____ MCS-055	Principles of ICD-10-CM Coding	3
_____ BUS-063*	Medical Transcription* (Mod 1)	1
_____ BUS-084*	Advanced Medical Transcription* (Mod 2)	1
	<b>Total</b>	<b>14</b>

Second Year 1 <sup>st</sup> Semester		
_____ MCS-060	Medical Insurance Reimbursement	3
_____ BUS-141	Business Communications*	3
_____ MCS-065	Advanced CPT Coding and Modifiers*	3
_____ MCS-070	Advanced ICD-10-CM Coding*	3
_____ MCS-075	Hospital – Medical Coding Internship* or	1
_____ MCS-085	Hospital Coding Certification Prep*	
_____ MCS-080	Clinic – Medical Coding Internship* or	1
_____ MCS-090	Clinic Coding Certification Prep*	
	<b>Total</b>	<b>14</b>

<b>Total Program Hours</b>	<b>41</b>
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\*Prerequisite

Mod = Module= 8 week course

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Medical Transcriptionist	Cert	37	510708	NPD.OFS.MED
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The overarching objective is to train students to work as a Medical Transcriptionist in a variety of medical settings (clinics, doctors' offices, hospitals, etc.).		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate program requires 37 hours in order to provide adequate training for employment in this program area.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 How strong is the occupational demand for the program?	The demand for medical transcriptionists within the State of Illinois is expected to sharply decline during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while medical transcriptionist positions are projected to decrease by 9.4%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for medical transcriptionists within the State of Illinois in the last five years has decreased and is predicted to continue to decrease by a compounded annual rate of -.98% within the next five years.
1.3 What is the district and/or regional need?	The demand for medical transcriptionists within the Lake Land College district, likewise, is predicted to decrease by 10.2% during the years 2012-2022.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on changes in the medical field, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments from feedback received and assessment results.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Students are cross-trained to work in the medical office and will have skills in medical transcription, medical coding, and medical office management.
3.2 What are the identified or potential weaknesses of the program?	Declining state and district population has led to lower enrollment. Also with changing technology, many hospitals are going to voice recognition software and the job of a medical transcriptionists has changed from a transcriber to a proofreader and editor.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offerings each semester. This courses are offered as stated on the attached checklist in those semesters. The only classes offered only online are the Transcription courses.
3.4 How does this program fit into a career pathway?	Students can first earn an Office Support Specialist – Medical (Non degree program) and then continue on to earn their Medical Transcriptionist certificate and then earn the associate degree in Medical Office Professional. Then we have a 2+2 articulation available through EIU to earn a bachelor's degree in Organizational and Professional Development.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	With the new technology the college uses, the lead instructor set up a system so the students could access the dictation files from home and use the software and foot pedals at home to complete their transcription assignments.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation. Students must complete 187.5 hours of work-based learning.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with EIU so students can earn a Bachelor's degree in Organizational and Professional Development.



3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened but no new significant partnerships have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the CRT.MDTRN program for FY 2012-2017 was 3-14, with an average enrollment of 6.6 students. The number of faculty teaching courses unique to the CRT.MDTRN program during FY 2012-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 1.5-7 students. The average faculty to student ratio is 1 faculty member for every 3.3 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty members participate in meetings and conferences offered by the following professional organizations: EIBEA, IBEA, NBEA, IACTE. Instructors have the opportunity to attend workshops or conferences hosted off campus. In addition, local, state and national affiliation conferences are available to network with other specific careers in transcription.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence. Students receive a foot pedal when they check out their books from the bookstore.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment working in a medical office, hospital or clinical setting..
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

<b>Data Analysis for CTE Program Review</b>					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.					
CTE Program	Medical Transcriptionist				
CIP Code	510708				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	3	3	10	14
Number of Completers	1	2	4	1	6
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment in the medical office setting. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts.				
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district, white and female. However, we do have a greater percentage of female students and their average age is also higher than the college average.				
Are the students served in this program representative of the district population? Please explain.	Yes, our student population is reflective of our district population.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Overall the program has proven to be successful in preparing graduates to successfully enter the medical transcription field. Room for improvement always exists. We will continue to speak with employers during internship visits.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually.

## Medical Transcriptionist (941)

**Medical Transcriptionist CRT.MDTRN** – prepares graduates for a career in the growing medical field. In this intensive one-year program students will gain knowledge of medical terminology, medical transcription, medical insurance and coding procedures in addition to the latest advances in computer software and office procedures. Students gain hands-on experience through a three-hour internship.

Summer Term		Semester Hours
_____ AHE 041	Medical Terminology	3
_____ CIS-160	Practical Software Applications*	3
	<b>Total</b>	<b>6</b>

### 1<sup>st</sup> Semester

_____ BUS-114	Advanced Formatting*	3
_____ ENG-095	Business English	3
_____ BUS-063	Medical Transcription* (Mod 1)	1
_____ BUS-084	Advanced Medical Transcription* (Mod 2)	1
_____ BUS-059	Medical Insurance and Coding	3
_____ BIO-050	Basic Anatomy and Physiology	4
	<b>Total</b>	<b>15</b>

### 2<sup>nd</sup> Semester

_____ CIS-058	Specialized Software Applications	3
_____ BUS-115	Processing Information* <sup>++</sup>	3
_____ BUS-079	Professional Development <sup>+++</sup> (Mod)	3
_____ BUS-060	Automated Office Procedures* <sup>+++</sup> (Mod)	3
_____ BUS-082	Medical Transcriptionist Internship*	3
_____ BUS-080	Office Technology Seminar*	1
	<b>Total</b>	<b>16</b>

**Total Program Hours**

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**37**

\*Prerequisite

+Fall

++Spring/Summer

+++Spring only

Mod = Module = 8 week course

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Office Receptionist	Cert	33	520406	NDP.OFS.GEN
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The overarching objective is to train students to work in an entry level office position.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field. Graduates of the program have indicated they feel prepared to successfully enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate program requires 33 hours in order to provide adequate training for employment in this program area.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for the office receptionists within the State of Illinois remains stable during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while office receptionist positions are projected to grow 4.70%, slightly less (-1.23%) than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for office receptionists within the State of Illinois in the last five years has increased and is predicted to continue to increase a total of 4.70% within the next five years.
1.3 What is the district and/or regional need?	The demand for office receptionist personnel within the Lake Land College district, likewise, is predicted to increase 3.53% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, this is only a fraction less than that of all occupations within Lake Land's district.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.

1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on changes in the field, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments from feedback received and assessment results.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Program is stackable allowing students to earn multiple certifications to strengthen workforce opportunities. Easily attainable from desktop publishing/graphic design and accounting majors to supplement their degrees. Excellent qualified instructors who work together to make smooth transitions from lower level to upper level courses. Student get trained on multiple office equipment and software programs.
3.2 What are the identified or potential weaknesses of the program?	Declining state and district population has led to lower enrollment. We are regularly contacted by local employers looking for employees. We have a high demand but low supply of students to recommend.



3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	This program includes four courses which are only offered in a traditional face to face format. One courses is offered only online. The remaining classes can be taken face to face or online.
3.4 How does this program fit into a career pathway?	All courses in this certificate apply to one of the Office Assistant degrees.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Secured Microsoft Office Specialist (MOS) licensing so student can earn internationally-recognized MOS certificates which validates their skills. MOS testing is free to students. We have a simulated office lab where students work collaboratively using various office machines, equipment, and software. Students prioritize, multi-task, and manage multiple deadlines.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core business classes. A few high schools will offer dual credit classes, but it fluctuates each year. This year the following schools are offering classes. CIS-094 (Excel): Windsor, Beecher City, Arthur-Lovington-Atwood-Hammond, Neoga BUS141 (Business Communications): Charleston, Mattoon CIS160 (Practical Software Applications): Kansas, Okaw Valley, Shelbyville, Windsor, Pana, Dietrich
3.7 What work-based learning opportunities are available and integrated into the curriculum?	n/a
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access, and Outlook.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation agreements in place for certificate programs.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the CRT.OFREC program for FY 2012-2017 was 2-6, with an average enrollment of 3.2 students. This 30 credit-hour certificate does not contain any unique courses that are not part of other existing degree programs; therefore, it is not possible to compute the faculty to student ratio based on the number of faculty teaching courses unique to this program.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty members participate in meetings and conferences offered by the following professional organizations: EIBEA, IBEA, NBEA, IACTE. Instructors have the opportunity to attend workshops to earn continuing professional development units on- or off-campus in addition to local, state, and national affiliation conferences.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.

3.19 How is student satisfaction information collected?	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. We currently have more job openings than student to fill. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Office Receptionist				
CIP Code	520406				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	3	2	2	6
Number of Completers	5	9	1	3	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts.				
Are the students served in this program representative of the total student population? Please explain.	The students who attend the college are 65% female, 93.5% white and 91% in-district. Yes, this is reflective of our program with the exception that students in our program are 99% female.				
Are the students served in this program representative of the district population? Please explain.	Yes. Our student population is reflective of our district population with the exception of our students being predominately female.				

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements
	<input type="checkbox"/> Significantly Modified
	<input type="checkbox"/> Placed on Inactive Status
	<input type="checkbox"/> Discontinued/Eliminated
	<input type="checkbox"/> Other (please specify)

<p><b>Summary Rationale</b> Please provide a brief rationale for the chosen action.</p>	<p>Overall, the program has proven to be successful in preparing graduates to successfully enter the field of office receptionist. There is always room for improvements, and we will continue to use graduate and advisory committee feedback to improve the program.</p>
<p><b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<ol style="list-style-type: none"> <li>1. Continue to meet with advisory council members to stay up to date with office technology and trends annually.</li> <li>2. Evaluate assessment data to incorporate curriculum changes annually.</li> </ol>

## OFFICE RECEPTIONIST (CRT.OFREC) CERTIFICATE

Students will be trained for an entry level office position. They will complete coursework in Microsoft Office software, keyboarding, document formatting, and accounting. Students will also develop interpersonal and communication skills. All courses apply toward one of the Office Assistant degrees.

Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

1 <sup>st</sup> Semester		Semester Hours
_____ BUS-114	Advanced Formatting*	3
_____ BUS-094	Business Mathematics	3
_____ CIS-160	Practical Software Applications*	3
_____ ENG-095	Business English	3
_____ BUS-095	Fundamentals of Accounting <u>or</u>	
_____ BUS-151	Financial Accounting*	3
_____ CIS-094	Excel	2
	<b>Total</b>	<b>17</b>
2 <sup>nd</sup> Semester		
_____ BUS-115	Processing Information* **	3
_____ BUS-060	Automated Office Procedures* +++(Mod)	3
_____ BUS-079	Professional Development+++ (Mod)	3
_____ BUS-141	Business Communications*	3
_____ BUS-061	Office Transcription*	2
_____ CIS-058	Specialized Software Applications <u>or</u>	
_____ CIS-099	Web Page Design* <u>or</u>	
_____ CIS-071	Introduction to Networking <u>or</u>	
_____ CIS-101	Internet Systems and Applications	2-3
	<b>Total</b>	<b>16-17</b>
<b>Total Program Hours</b>		<b>33-34</b>

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

\*\*Course only offered spring and summer semester

+++Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Applications Specialist	Cert	18	110601	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The goal of the degree program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career as a computer professional. The certificate provides supplemental training in the subject area to enhance other IT programs.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for computer user support specialists within the State of Illinois remains very strong with a projected increase during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while computer user support specialist positions are projected to grow 15.24%, a 157% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer user support specialists personnel within the State of Illinois in the last five years has increased and is predicted to increase a total of 15.24% within the next five years.
1.3 What is the district and/or regional need?	The demand for computer user support specialists personnel within the Lake Land College district, likewise, is predicted to increase 5.42% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, computer user support specialists will increase 42% more than the rate of all projected occupations.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>



1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Information Technology programs in the Business Division. Information Technology consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for IT faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	This program provides students with the most relevant software/programming languages being used in industry.
3.2 What are the identified or potential weaknesses of the program?	Not all employers in industry are hiring for the same software/programming languages taught in the program.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	All 18 credit hours can be obtained online.
3.4 How does this program fit into a career pathway?	This program integrates with other degrees and certificates so students can get degrees/certificates in different IT areas.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The college uses the latest software and technology that is brought to this program from instructors attending national conferences in the IT field.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core IT classes. The new IT career academy provide dual enrollment opportunities for high school students.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Microsoft offers certification in IT programming and Office areas. No industry credentials are offered but a variety of IT and Microsoft Office certifications are made available to students during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulations in place for certificate programs.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships, since the last review, have been made that impact the program.

<p>3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.</p>	<p>The range of students enrolled in the NDP.CMPAP program for FY 2012-2017 was 0-4, with an average enrollment of 2.4 students. This short-term, 18 credit-hour certificate does not contain any unique courses that are not part of other existing certificate or degree programs; therefore, it is not possible to compute the faculty to student ratio based on the number of faculty teaching courses unique to this program.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?</p>	<p>Faculty enroll in a week of annual IT training to increase knowledge and develop additional curriculum and teaching methodologies. In addition, online training resources are made available to all faculty members, and subscriptions to industry periodicals in applicable areas of technology are provided to IT faculty.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The program uses the most recent versions of programming software that is updated in regards to industry standards. The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.</p>
<p>3.18 How satisfied are students with their preparation for employment?</p>	<p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.</p>
<p>3.19 How is student satisfaction information collected?</p>	<p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>
<p>3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.</p>

3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Computer Applications Specialist Certificate				
CIP Code	110601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	2	2	4	4
Number of Completers	1	0	3	3	1
Other (Please identify)					

How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.
What disaggregated data was reviewed?	n/a
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identifiable gaps?	There are no gaps in data.
Are the students served in this program representative of the total student population? Please explain.	Yes, in comparison to both race and gender. For race, the program has 85% white and 15% other; compared to 93% white and 7% other for the total student population. For gender, the program has 46% male and 54% female; compared to 45% male and 55% female for the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, in comparison to both race and gender. For race, the program has 85% white and 15% other; compared to 73% white and 27% other for the district population. For gender, the program has 46% male and 54% female; compared to 48% male and 52% female for the district population.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This program will continue to supplement other degrees and certificates.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Action steps include marketing and promoting the program: Oct. 2017 at the High School District Career Day April 2018 at the 8 <sup>th</sup> Grade District Career Conference

## Computer Applications Specialist

NDP.CMPAP

<u>First Year: 1st Semester Fall</u>		<u>Semester Hours</u>
___ CIS 156	Computer Logic	3
___ CIS 160*	Practical Software Applications	3
___ CIS 056*	Advanced Software Applications	3
___ CIS ---**	CIS or ITT Electives	9
	<b>Total</b>	<b>18</b>

\*Please note prerequisites

\*\*All electives must be approved by Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Office Support Specialist	Cert	18	510716	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The overarching objective is to prepare students for an office support position.		
To what extent are these objectives being achieved?		The certificate has been very successful in training students for employment in their target field. Graduates of the program have indicated they feel prepared to successfully enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		A list of all required courses for this program is attached to this program review.		

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for the occupation that most closely aligns with this certificate, office receptionist, within the State of Illinois remains stable during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while office receptionist positions are projected to grow 4.70%, slightly less (-1.23%) than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for office receptionists within the State of Illinois in the last five years has increased and is predicted to continue to increase a total of 4.70% within the next five years.
1.3 What is the district and/or regional need?	The demand for office receptionist personnel within the Lake Land College district, likewise, is predicted to increase 3.53% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, this is only a fraction less than that of all occupations within Lake Land's district.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.



1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on changes in the field, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments from feedback received and assessment results.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Program is stackable allowing students to earn multiple certifications to strengthen workforce opportunities. Easily attainable from desktop publishing/graphic design and accounting majors to supplement their degrees. Excellent qualified instructors who work together to make smooth transitions from lower level to upper level courses. Students get trained on multiple office equipment and software programs.
3.2 What are the identified or potential weaknesses of the program?	Declining state and district population has led to lower enrollment. We are regularly contacted by local employers looking for employees. We have a high demand but low supply of students to recommend.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offerings each semester and student choices throughout the program.
3.4 How does this program fit into a career pathway?	All courses in this certificate apply to one of the Office Assistant degrees.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Secured Microsoft Office Specialist (MOS) licensing so student can earn internationally-recognized MOS certificates which validates their skills. MOS testing is free to students. We have a simulated office lab where students work collaboratively using various office machines, equipment, and software. Students prioritize, multi-task, and manage multiple deadlines.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in general education classes and in core business classes. A few high schools will offer dual credit classes but it fluctuates each year.  BUS141 (Business Communications): Charleston, Mattoon CIS160 (Practical Software Applications): Kansas, Okaw Valley, Shelbyville, Windsor, Pana, Dietrich CIS056 (Advanced Software Applications): Kansas
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires work-based learning of each student before graduation.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access, and Outlook.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are no articulation agreements in place for certificate programs.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the NDP.OFS.GEN program for FY 2012-2017 was 0-3, with an average enrollment of 1.4 students. This short-term, 18 credit-hour certificate does not contain any unique courses that are not part of other existing certificate or degree programs; therefore, it is not possible to compute the faculty to student ratio based on the number of faculty teaching courses unique to this program.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty members participate in meetings and conferences offered by the following professional organizations: EIBEA, IBEA, NBEA, IACTE. Instructors have the opportunity to attend workshops to earn continuing professional development units on- or off-campus in addition to local, state, and national affiliation conferences.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the office of institutional research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. We currently have more job openings than student to fill. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Office Support Specialist				
CIP Code	510716				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	2	2	3
Number of Completers	9	17	1	1	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts.				
Are the students served in this program representative of the total student population? Please explain.	The students who attend the college are 65% female, 93.5% white and 91% in-district. Yes, this is reflective of our program with the exception that students in our program are 99% female.				
Are the students served in this program representative of the district population? Please explain.	Yes. Our student population is reflective of our district population with the exception of our students being predominately female.				

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
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<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the field of office support specialist. There is always room for improvements and we will continue to use graduate and advisory committee feedback to improve the program.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ol style="list-style-type: none"> <li>1. Continue to meet with advisory council members to stay up to date with office technology and trends annually.</li> <li>2. Evaluate assessment data to incorporate curriculum changes annually.</li> </ol>

## OFFICE SUPPORT SPECIALIST (NDP.OFSK.GEN) CERTIFICATE

Students will complete coursework in Microsoft Office software, keyboarding, document formatting, and accounting to prepare for an office support position. All courses apply toward one of the Office Assistant degrees.

1 <sup>st</sup> Semester		Semester Hours
_____ BUS-114	Advanced Formatting*	3
_____ CIS-160	Practical Software Applications*	3
_____ BUS-141	Business Communications* <u>or</u>	
_____ BUS-079	Professional Development <sup>+++</sup> (Mod)	3
_____ BUS-095	Fundamentals of Accounting	3
_____ ----	Electives**	6
<b>Total Program Hours</b>		<b>18</b>

### Suggested Electives: Choose at least 6 credit hours from the list

CIS-058	Specialized Software Applications	3
BUS-115	Processing Information* <sup>++</sup>	3
CIS-056	Advanced Software Applications* <sup>++</sup>	3
CIS-099	Web Page Design*	3
BUS-060	Automated Office Procedures <sup>+++</sup> (Mod)	3
BUS-079	Professional Development <sup>+++</sup> (Mod)	3

\*There are prerequisites; course requisites, or minimum placement test scores for this course.

<sup>+++</sup>Course only offered spring semester

<sup>\*\*</sup>Electives must be approved by the Program Coordinator

<sup>++</sup>Course only offered spring and summer semester

<sup>+</sup>Course only offered fall semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Office Support Specialist – Medical	Cert	18	510716	n/a
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The overarching objective is to prepare students for an medical office support position.		
To what extent are these objectives being achieved?		The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated they feel prepared to successfully enter the workforce in this field.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program coordinator uses program assessment data to make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		The only prerequisites for the program are those required by general education classes.		

Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).	A list of all required courses for this program is attached to this program review.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	n/a
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	The demand for the occupation that most closely aligns with this certificate, office receptionist, within the State of Illinois remains stable during the ten year period of 2014-2024. All occupations within the State of Illinois are projected to increase 5.93%, while office receptionist positions are projected to grow 4.70%, slightly less (-1.23%) than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for office receptionists within the State of Illinois in the last five years has increased and is predicted to continue to increase a total of 4.70% within the next five years.
1.3 What is the district and/or regional need?	The demand for office receptionist personnel within the Lake Land College district, likewise, is predicted to increase 3.53% during the years 2012-2022. When compared to the growth rate for all occupations within the Lake Land district, which is 3.81%, this is only a fraction less than that of all occupations within Lake Land's district.
1.4 How are students recruited for this program?	<ul style="list-style-type: none"> <li>• The business division hosts a business &amp; computer contest each spring to bring high school students to campus. This program specifically recruits during this event.</li> <li>• Instructors from this program are guest speakers at local high schools and service organizations to promote the program.</li> <li>• The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond.</li> <li>• Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program.</li> <li>• The college hosts Laker Visit Days throughout the year, as well as an 8<sup>th</sup> grade and high school career day, and the department actively recruits for this program at these events.</li> </ul>



1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but participants in the business & computer contest and the direct marketing campaigns occasionally live beyond the extent of district boundaries.
1.6 Did the review of program need result in actions or modifications? Please explain.	Class content is adjusted each semester based on changes in the medical field,, technology changes, and input from advisory council members and local employers. The review of the program resulted in similar, minor adjustments from feedback received and assessment results.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	This program falls under the umbrella of Office Professionals programs in the Business Division. Office Professionals consumes 1/5 of the overall Business Division operating Budget, or \$5,005, which is allocated for supplies, printing, copying, and travelling for Office Professionals faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	n/a
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program coordinator will continue to monitor the expenses associated with this program; no major changes or modifications are anticipated in the upcoming budget cycle.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Students learn the basic skills needed to work in a medical setting. They will have coursework in medical coding, and medical transcription, as well as, learn basic office skills.
3.2 What are the identified or potential weaknesses of the program?	Declining state and district population has led to lower enrollment. The college is regularly contacted by medical offices looking for trained/skilled medical office workers. We have a high demand but low supply of students to recommend.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program consists of a mix of traditional and online classes. The percentage of each depends on class offerings each semester. The college does make all the traditional format classes available the semesters they are required in the checklist.
3.4 How does this program fit into a career pathway?	Upon completion of this non degree program students can then select to continue their education working towards an Office Assistant-Medical Associate Degree.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program coordinator secured Microsoft Office Specialist (MOS) licensing so students can earn internationally-recognized MOS certificates which validates their skills. MOS testing is free to students. We have a simulated office lab where students work collaboratively using various office machines, equipment and software.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	This program has dual credit opportunities in only a few local high schools in general education classes.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	n/a
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	No industry credentials are offered, but Microsoft Office certifications are made available to students during the program.
3.10 Is this an apprenticeship program? If so, please elaborate.	n/a
3.11 If applicable, please list the licensure examination pass rate.	n/a

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	n/a
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Existing partnerships have been strengthened, but no new significant partnerships, since the last program review, have been made that impact the program.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of students enrolled in the NDP.OFS.MED program for FY 2012-2017 was 1-7, with an average enrollment of 2.8 students. This short-term, 18 credit-hour certificate does not contain any unique courses that are not part of other existing certificate or degree programs; therefore, it is not possible to compute the faculty to student ratio based on the number of faculty teaching courses unique to this program.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty members participate in meetings and conferences offered by the following professional organizations: EIBEA, IBEA, NBEA, IACTE. Instructors have the opportunity to attend workshops or conferences hosted by the listed local, state, and national affiliations. We also have advisory councils that network and discuss program needs.
3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program, and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates and employers is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment in a medical office.
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: <ul style="list-style-type: none"> <li>• CCSSE surveys</li> <li>• Noel-Levitz surveys;</li> <li>• Occupational follow-up surveys administered to all graduating students;</li> <li>• Program assessment questions—many of which are gleaned from capstone courses;</li> <li>• Informal assessment derived from communicating with students during mandatory advisement periods.</li> </ul>

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.21 How often does the program advisory committee meet?	The advisory council meets annually on the first Wednesday in October.
3.22 How satisfied are employers in the preparation of the program's graduates?	Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce with only 18 credit hours of course work being taken.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed and collected by the Office of Institutional Research.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of state funding and support has been an issue at the institutional level. Those issues have trickled down to the program in the form of student and parent concerns and overall financial support of the college and its programs.

Retention of students and placement of graduates is very dependent upon economic situations in the community and in the industry. Adjusting, recruitment, and graduate placement is evaluated each year and adjusted accordingly.

Support services and course sequencing have not been an issue. Any issues with these have been alleviated quickly and efficiently.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	OFFICE SUPPORT SPECIALIST – MEDICAL NDP.OFS.MED				
CIP Code	510716				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	1	1	3	7

Number of Completers	6	11	5	6	7
Other (Please identify)					
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training which leads toward employment in the medical office.				
What disaggregated data was reviewed?	n/a				
Were there gaps in the data? Please explain.	No, the data encompassed all aspects of the program.				
What is the college doing to overcome any identifiable gaps?	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts.				
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district, white and female. The student in this program are mostly non-traditional students coming back to earn a certificate and better their skills.				
Are the students served in this program representative of the district population? Please explain.	Yes, our student population is reflective of our district population for the most part. This program enrolls very few male students with the majority being female.				

### Review Results

<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Overall the program has proven to be successful in preparing graduates to successfully enter the entry-level medical office career. Room for improvement always exists. We will continue to speak with employers during internship visits.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand marketing and recruiting efforts to attract students to the program. Continue to evaluate assessment data to incorporate curriculum changes annually.

## Office Support Specialist-Medical

**Office Support Specialist-Medical NPD.OFSK.MED** – This short-term certificate is tailored to fit the needs of a student with no previous office experience or a student who wants to upgrade skills in the medical field. Emphasis is placed on current office technology needs, medical terminology and medical office procedures, and effective job-search techniques. All courses meet requirements for the Administrative Assistant—Medical Associate Degree program and the Medical Transcriptionist Certificate.

			Semester Hours
_____	BUS-114	Advanced Formatting*	3
_____	CIS-160	Practical Software Applications*	3
_____	BUS-141	Business Communications* <u>or</u>	3
_____	BUS-079	Professional Development+++ (Mod)	
_____	AHE-041	Medical Terminology	3
_____	BUS-059	Medical Insurance and Coding	3
_____	BUS-063	Medical Transcription* (Mod 1)	1
_____	BUS-084	Advanced Medical Transcription* (Mod 2)	1
		Approved Elective <sup>1</sup>	1
		<b>Total</b>	<b>18</b>

<sup>1</sup>Recommend students take BIO-050 Basic Anatomy and Physiology

\*Prerequisite

+Fall

++Spring/Summer

+++Spring only

Mod = Module = 8 week course

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2016-2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Radio/TV Broadcasting	Degree	66	9.0701	AAS.RTV
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The objective of this program is to provide students with the skills necessary for positions of employment in local and regional radio and television stations.		
To what extent are these objectives being achieved?		This degree has been very successful in preparing students who choose to enter the workforce directly.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program was reported as a viable vehicle for training students for positions with the broadcasting field. Additionally, the program reported that it continued to meet the needs of students.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		College placement assessment testing is the pre-requisite for the Radio/TV Broadcasting program.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attached list of required courses.		
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		Course content in this area covers a wide array of broadcasting topics. Students need the well-rounded courses to become adequately prepared to enter the workforce.		

Indicator 1: Need	Response
1.1 How strong is the occupational demand for the program?	Demand is strong for some broadcasting areas, such as Broadcast Sales. Conversely, some areas have shown a downturn in positions. Overall, there is modest growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In this area, the trend is for an 8% growth in the State of Illinois through 2024 for Broadcast Sales positions.
1.3 What is the district and/or regional need?	Many local employers are searching for various broadcast positions, as evident in the job vacancy notices I pass along to students. Additionally, the WIA employment projections show an increase of 8% in Media & Communication workers in Illinois.
1.4 How are students recruited for this program?	Recruitment is done in various capacities such as student college fairs, direct high school visits, program open houses and various general college recruitment activities.
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but some do come from different districts that don't feature this program.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	Costs for the college to run this program each year is \$14,175.
2.2 How do costs compare to other programs on campus?	Costs are comparative to other programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the program are paid for by student tuition and fees, state and local tax dollars, and Perkins Grant monies.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Overall, no. The lack of a budget in the State of Illinois and funding cuts for the college have prevented needed purchases.



Indicator 3: Quality	Response
3.1 What are the program's strengths?	Strengths of the program include up-to-date technology, hands on experience, and skilled industry instructors.
3.2 What are the identified or potential weaknesses of the program?	Budget issues have been a real concern due to the State of Illinois budget issues. Books have not been updated for two years.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery method consists of traditional face to face instruction, as well as hands on laboratory experience outside of the traditional classroom.
3.4 How does this program fit into a career pathway?	Once a student completes the program, the degree serves as an asset in securing an entry-level position in the industry.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	One specific asset for students is their certification as Radio Marketing Professionals through the Radio Advertising Bureau.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are no dual credit opportunities.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program houses its own on site radio station, an invaluable asset to students. Additionally, the television studio/control room is integrated into the curriculum substantially.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Radio Marketing Professional certification.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	100% of students taking the test from 2013-2017 have received this certification.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements public institutions Eastern Illinois University, Illinois State University and Southern Illinois University. A recent agreement was also signed with Lincoln College.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	None have been formed.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of this ratio has been as high as 25:1 and as low as 15:1, with an average of 21:1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Recently, very little professional development has been offered due to the lack of a state budget and cuts to the college budget. However, recently one faculty member was able to attend a national convention due to Perkins funding.
3.16 What is the status of the current technology and equipment used for this program?	Technology in this program is up to date due to the generosity of Perkins funding. However, a lack of local funding will eventually negate the technology updates.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program title WEAVE. Assessment is completed for each course and the program.
3.18 How satisfied are students with their preparation for employment?	Graduate survey reports show students are very satisfied with their preparation for employment.
3.19 How is student satisfaction information collected?	The information is collected through student graduate surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program has an annual advisory board meeting. Additionally, through contacts of the program director, discussions are held to ensure the needs and technology of the industry are addressed.
3.21 How often does the program advisory committee meet?	The committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Through employer surveys, employers are very satisfied with the quality of the program's graduates.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed at the advisory committee meeting.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No, as the outcomes for the programs are being met, with some course content revision necessary at times.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention has been an issue in recent years as some students seem to choose this major because it “sounds fun”. Some students find out the effort needed to be successful in this program is equal to other programs, and decide a different career path.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	AAS.RTV Radio/TV Broadcasting				
CIP Code	9.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	49	46	49	40	39
Number of Completers	9	8	10	7	6
Other (Please identify)					
How does the data support the program goals? Elaborate.	The goal is to provide students with the skills necessary for positions of employment in local and regional radio and television stations. Those who are <u>graduating are meeting this criteria.</u>				
What disaggregated data was reviewed?	Surveys of graduates and employers.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	There are no gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes, students in this program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, students in this program are representative of the total student population.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program content is strong and remains a relevant program within in the district and state. Student and employer satisfaction is high.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Improvement is needed for student retention and completion of the program. Many students who enter the program are not ready for the academic challenges college presents. Students will be encouraged to seek out more assistance through various college initiatives.

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2016-2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Radio Broadcasting	Cert	31	9.0701	CRT.RBRD
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Students will learn how to be a multi-skilled broadcaster capable of performing a wide variety of tasks at a radio station.		
To what extent are these objectives being achieved?		This certificate has been very successful in preparing students who choose to enter the workforce directly.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The certificate was reported as a viable vehicle for training students for positions within the radio field. Additionally, the program reported that it continued to meet the needs of students.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		College placement assessment testing is the pre-requisite for this certificate		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attached list of required courses.		
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		Course content in this area covers a wide array of broadcasting topics. Students need the well-rounded courses to become adequately prepared to enter the workforce.		

Indicator 1: Need	Response
1.1 How strong is the occupational demand for the program?	Demand is strong in Illinois as evident by statistics below.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In this area, the trend is for a 15.79 %growth in the State of Illinois through 2022 for Radio-TV announcers.
1.3 What is the district and/or regional need?	Many local employers are searching for various broadcast positions, as evident in the job vacancy notices I pass along to students. Additionally, the WIA employment projections show an increase of 8% in Media & Communication workers in Illinois.
1.4 How are students recruited for this program?	Recruitment is done in various capacities such as student college fairs, direct high school visits, program open houses and various general college recruitment activities.
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but some do come from different districts that don't feature this program.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	Costs for the college to run this program each year are \$14,175.
2.2 How do costs compare to other programs on campus?	Costs are comparative to other programs are campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the program are paid for by student tuition and fees, state and local tax dollars, and Perkins Grant monies.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Overall, no. The lack of a budget in the State of Illinois and funding cuts for the college have prevented needed purchases.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	Strengths of the program include up to date technology, hands on experience, and skilled industry instructors.
3.2 What are the identified or potential weaknesses of the program?	Budget issues have been a real concern for due to the State of Illinois budget issues. Books have not been updated for two years.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery method consists of traditional face to face instruction, as well as hands on laboratory experience outside of the traditional classroom.
3.4 How does this program fit into a career pathway?	Once a student completes the certificate, the degree serves as an asset in securing an entry-level position in the industry.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	One specific asset for students is their certification as Radio Marketing Professionals through the Radio Advertising Bureau.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are no dual credit opportunities.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program houses its own on site radio station, an invaluable asset to students. Additionally, the television studio/control room is integrated into the curriculum substantially.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	Radio Marketing Professional certification.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	100% of students taking the test from 2013-2017 have received this certification.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None for this certificate.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	None have been formed.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of this ratio has been as high as 25:1 and as low as 15:1, with an average of 21:1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Recently, very little professional development has been offered due to the lack of a state budget and cuts to the college budget. However, recently one faculty member was able to attend a national convention due to Perkins funding.
3.16 What is the status of the current technology and equipment used for this program?	Technology in this program is up to date due to the generosity of Perkins funding. However, a lack of local funding will eventually negate the technology updates.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program title WEAVE. Assessment is completed for each course and the program.
3.18 How satisfied are students with their preparation for employment?	Graduate survey reports show students are very satisfied with their preparation for employment.
3.19 How is student satisfaction information collected?	The information is collected through student graduate surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program has an annual advisory board meeting. Additionally, through contacts of the program director, discussions are held to ensure the needs and technology of the industry are addressed.
3.21 How often does the program advisory committee meet?	The committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Through employer surveys, employers are very satisfied with the quality of the program's graduates.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed at the advisory committee meeting.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No, as the outcomes for the programs are being met, with some course content revision necessary at times.



List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention has been an issue in recent years as some students seem to choose this major because it “sounds fun”. Some students find out the effort needed to be successful in this program is equal to other programs, and decide a different career path.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	CRT.RBRD Radio Broadcasting				
CIP Code	9.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	4	5	2	3
Number of Completers	2	1	2	5	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	The goal is to provide students with the skills necessary for positions of employment in local and regional radio and television stations. Those who are graduating are meeting this criteria.				
What disaggregated data was reviewed?	Surveys of graduates and employers.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	There are no gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes, students in this program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, students in this program are representative of the total student population.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program content is strong and remains a relevant program within in the district and state. Student and employer satisfaction is high.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Improvement is needed for student retention and completion of the program. Many students who enter the program are not ready for the academic challenges college presents. Students will be encouraged to seek out more assistance through various college initiatives.

Career & Technical Education				
College Name:		Lake Land College		
Fiscal Year in Review:		2016-2017		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Broadcast Announcing	Cert	24	9.0701	CRT.RTVAN
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Students will be prepared for a career as an on-air talent for radio or television by working with various forms of live and recorded announcing.		
To what extent are these objectives being achieved?		Although there has been minimal participation, this certificate has been successful in preparing students who choose to enter the workforce directly.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The certificate was reported as a viable vehicle for training students for positions within the broadcasting field. Additionally, the program reported that it continued to meet the needs of students.		
CTE Program Review Analysis				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		College placement assessment testing is the pre-requisite for this certificate		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attached list of required courses.		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		Not applicable.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	Demand is strong in Illinois as evident by statistics below.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In this area, the trend is for a 15.79 %growth in the State of Illinois through 2022 for radio and television announcers.
1.3 What is the district and/or regional need?	Many local employers are searching for various broadcast positions, as evident in the job vacancy notices I pass along to students. Additionally, the WIA employment projections show an increase of 8% in Media & Communication workers in Illinois.
1.4 How are students recruited for this program?	Recruitment is done in various capacities such as student college fairs, direct high school visits, program open houses and various general college recruitment activities.
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but some do come from different districts that don't feature this program.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	Costs for the college to run this program each year are \$14,175.
2.2 How do costs compare to other programs on campus?	Costs are comparative to other programs are campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the program are paid for by student tuition and fees, state and local tax dollars, and Perkins Grant monies.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Overall, no. The lack of a budget in the State of Illinois and funding cuts for the college have prevented needed purchases.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	Strengths of the program include up to date technology, hands on experience, and skilled industry instructors.
3.2 What are the identified or potential weaknesses of the program?	Budget issues have been a real concern for due to the State of Illinois budget issues. Books have not been updated for two years.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery method consists of traditional face to face instruction, as well as hands on laboratory experience outside of the traditional classroom.
3.4 How does this program fit into a career pathway?	Once a student completes the certificate, the degree serves as an asset in securing an entry-level position in the industry.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	One specific asset for students is their certification as Radio Marketing Professionals through the Radio Advertising Bureau.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are no dual credit opportunities.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program houses its own on site radio station, an invaluable asset to students. Additionally, the television studio/control room is integrated into the curriculum substantially.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None for this certificate.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	None have been formed.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of this ratio has been as high as 25:1 and as low as 15:1, with an average of 21:1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Recently, very little professional development has been offered due to the lack of a state budget and cuts to the college budget. However, recently one faculty member was able to attend a national convention due to Perkins funding.
3.16 What is the status of the current technology and equipment used for this program?	Technology in this program is up to date due to the generosity of Perkins funding. However, a lack of local funding will eventually negate the technology updates.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program title WEAVE. Assessment is completed for each course and the program.
3.18 How satisfied are students with their preparation for employment?	Graduate survey reports show students are very satisfied with their preparation for employment.
3.19 How is student satisfaction information collected?	The information is collected through student graduate surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program has an annual advisory board meeting. Additionally, through contacts of the program director, discussions are held to ensure the needs and technology of the industry are addressed.
3.21 How often does the program advisory committee meet?	The committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Through employer surveys, employers are very satisfied with the quality of the program's graduates.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed at the advisory committee meeting.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No, as the outcomes for the programs are being met, with some course content revision necessary at times.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention has been an issue in recent years as some students seem to choose this major because it "sounds fun". Some students find out the effort needed to be successful in this program is equal to other programs, and decide a different career path. Additionally, the numbers for this program have been low in recent years.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	CRT.RTVAN Broadcast Announcing				
CIP Code	9.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	1	0	0	1
Number of Completers	0	1	0	0	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	The goal is to provide students with the skills necessary for positions of employment in local and regional radio and television stations. Those who are graduating are meeting this criteria.				
What disaggregated data was reviewed?	Surveys of graduates and employers.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	There are no gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes, students in this program are representative of the total student population.				

Are the students served in this program representative of the district population? Please explain.	Yes, students in this program are representative of the total student population.
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Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program content is strong and remains a relevant program within in the district and state. Student and employer satisfaction is high. Enrollment in this certificate has been minimal in recent years.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Improvement is needed for student recruiting for this certificate.



<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2016-2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
TV Field/Studio Production	Degree	22	9.0701	NDP.TVFS
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The objectives of this program is to provide students with experience with equipment used in studio and on-location television productions.		
To what extent are these objectives being achieved?		This certificate has been successful in preparing students who choose to enter the workforce directly.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program was reported as a viable vehicle for training students for positions with the broadcasting field. Additionally, the program reported that it continued to meet the needs of students.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		College placement assessment testing is the pre-requisite for the for this certificate.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attached list of required courses.		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		N/A		

Indicator 1: Need	Response
1.1 How strong is the occupational demand for the program?	Demand is strong for some broadcasting areas, such as Broadcast Sales. Conversely, some areas have shown a downturn in positions. Overall, there is modest growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In this area, the trend is for a 19.61% growth in the State of Illinois through 2024 for audio and video equipment technicians.
1.3 What is the district and/or regional need?	Many local employers are searching for various broadcast positions, as evident in the job vacancy notices I pass along to students. Additionally, the WIA employment projections show an increase of 8% in Media & Communication workers in Illinois.
1.4 How are students recruited for this program?	Recruitment is done in various capacities such as student college fairs, direct high school visits, program open houses and various general college recruitment activities.
1.5 Where are students recruited from?	Typically students are recruited from within the boundaries of the Lake Land College district, but some do come from different districts that don't feature this program.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	Costs for the college to run this program each year are \$14,175.
2.2 How do costs compare to other programs on campus?	Costs are comparative to other programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Costs associated with the program are paid for by student tuition and fees, state and local tax dollars, and Perkins Grant monies.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Overall, no. The lack of a budget in the State of Illinois and funding cuts for the college have prevented needed purchases.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	Strengths of the program include up to date technology, hands on experience, and skilled industry instructors.
3.2 What are the identified or potential weaknesses of the program?	Budget issues have been a real concern for due to the State of Illinois budget issues. Books have not been updated for two years.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The delivery method consists of traditional face to face instruction, as well as hands on laboratory experience outside of the traditional classroom.
3.4 How does this program fit into a career pathway?	Once a student completes the program, the degree serves as an asset in securing an entry-level position in the industry.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are no dual credit opportunities.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program houses its own on site radio station, an invaluable asset to students. Additionally, the television studio/control room is integrated into the curriculum substantially.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	Industry accreditation is not required for this program.
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements public institutions Eastern Illinois University, Illinois State University and Southern Illinois University. A recent agreement was also signed with Lincoln College.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	None have been formed.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The range of this ratio has been as high as 25:1 and as low as 15:1, with an average of 21:1
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Recently, very little professional development has been offered due to the lack of a state budget and cuts to the college budget. However, recently one faculty member was able to attend a national convention due to Perkins funding.
3.16 What is the status of the current technology and equipment used for this program?	Technology in this program is up to date due to the generosity of Perkins funding. However, a lack of local funding will eventually negate the technology updates.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program title WEAVE. Assessment is completed for each course and the program.
3.18 How satisfied are students with their preparation for employment?	Graduate survey reports show students are very satisfied with their preparation for employment.
3.19 How is student satisfaction information collected?	The information is collected through student graduate surveys.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The program has an annual advisory board meeting. Additionally, through contacts of the program director, discussions are held to ensure the needs and technology of the industry are addressed.
3.21 How often does the program advisory committee meet?	The committee meets annually.
3.22 How satisfied are employers in the preparation of the program's graduates?	Through employer surveys, employers are very satisfied with the quality of the program's graduates.
3.23 How is employer satisfaction information collected?	Employer satisfaction surveys are distributed at the advisory committee meeting.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No, as the outcomes for the programs are being met, with some course content revision necessary at times.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention has been an issue in recent years as some students seem to choose this major because it “sounds fun”. Some students find out the effort needed to be successful in this program is equal to other programs, and decide a different career path. Additionally, the numbers for this program have been small in recent years.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	TV Field/Studio Production NDP.TVFS				
CIP Code	9.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	0	2	1	2
Number of Completers	1	0	1	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	The goal is to provide students with the skills necessary for positions of employment in local and regional radio and television stations. Those who are <u>graduating are meeting this criteria.</u>				
What disaggregated data was reviewed?	Surveys of graduates and employers.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	There are no gaps.				
Are the students served in this program representative of the total student population? Please explain.	Yes, students in this program are representative of the total student population.				
Are the students served in this program representative of the district population? Please explain.	Yes, students in this program are representative of the total student population.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program content is strong and remains a relevant program within in the district and state. Student and employer satisfaction is high. The numbers involved in the program are somewhat low.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Recruitment efforts for this program should be stronger. More emphasis will be placed in recruiting students for this certificate.

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Intro to GIS	Cert.	17-18	45.0701	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The program's objectives are to cover core level technician skills used in the geospatial technology industry.		
To what extent are these objectives being achieved?		These objectives are met through using industry standard training modules, mini-projects, and real world work experiences through the program's internship program.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		N/A		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		N/A		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		Intro to GIS (ESC 106) or Intro Geospatial Technology (GIS090) GEO 140 World Geography GPS Theory and Applications or GPS Applications in Ag (CET065 or AGR 151) GIS 091 Advanced GIS IT Elective (CIS 052 Visual Basic, 056 Basic Computer Programming, 095 Database Management or CIS 160 Practical Software Application) GIS 095 Geospatial Internship		

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The NDP.GIS certificate is 17 hours.
<b>Indicator 1: Need</b>	<b>Response</b>

1.1 How strong is the occupational demand for the program?	DOL Onet classifications indicate there are strong demands both at the state and national level for geospatial technicians. In addition, local advisory board members for the GIS program suggest increasing opportunities for users of the technology across industry sectors.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Industry demands are growing for GIS technicians as the technology rapidly is integrating into numerous industries. This has impacts how colleges need to offer mini-certificates or micro credentials for GIS in other programs.
1.3 What is the district and/or regional need?	LLC GIS advisory board members suggest growing and documented demands in utility, economic development, ag, and other sectors using digital maps for technology upgrades to work flows.
1.4 How are students recruited for this program?	Currently, students are recruited through college counselors, career day events, program brochures, and YouTube web-series on local industries using geospatial technology.
1.5 Where are students recruited from?	Primarily, students are coming from our local district CTE student population and are looking for retraining in high growth technology fields, however, the state, ICCB, is looking to expand GIS into general education as a core class within social science general education course
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	ESRI Software licensing - \$5000 annually (College Enterprise license cost); GIS Equipment purchased in 2016 - \$13,848 (through Lumpkin Foundation Grant)
2.2 How do costs compare to other programs on campus?	Apart from the annual enterprise license that is also utilized by the Technology division, there are no significant costs except the occasional equipment upgrade that has been grant funded. Thus costs are minimal and on par with other low cost programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The site license is budgeted for through the Information systems office. Any significant equipment upgrades are rare and typically funded through a grant request.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The program is sustainable as the equipment purchased are current industry standards and likely to be relevant for long periods of time. The Academic Services also is potentially able to offset costs when needed. The program qualifies for Perkins funding as well.



2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The program's strengths rely on the cross industry applications of geospatial technology used in agriculture, utilities, and conservation/wildlife. This diversity allows students numerous industry sectors to apply their skills in.
3.2 What are the identified or potential weaknesses of the program?	Student awareness is historically the main challenge for marketing this program to students. Most students, in theory, are very unaware of this new STEM occupation field relating to no curriculum in k-12 and older non-traditional students unaware of the career possibilities.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Both traditional and hybrid approaches are leveraged to support the courses. Online methods have been used in the past, however, student feedback suggested that the steep learning curve did not fit well for taking these courses entirely online.
3.4 How does this program fit into a career pathway?	Currently it does not, however, movements are currently proposing social science majors to complete a mini-certificate in GIS to grow more students with technical GIS skills.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program has innovated community based projects into the course. This has increased community engagement and marketing the benefit of the program through project based learning.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	N/A
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program has a capstone GIS internship opportunity and historically has had more employers looking for interns that the supply produced by the program.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No, however the industry is rapidly developing and national industry standard certification known as GISCI or GIS-P through the following body. <a href="https://www.gisci.org/">https://www.gisci.org/</a>
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, many of the courses use Esri, the world's largest software company, training modules to serve as the backbone of the course. Upon completion of each module with scores of 80% or higher results in students receiving industry certificates for GIS specific training.
3.10 Is this an apprenticeship program? If so, please elaborate.	N/A

3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	No, but currently the college is working with local universities to ease course and certificate articulations with helping students develop viable career pathways in GIS.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1-10
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Yes, the program has historically been funded by numerous NSF grants to support faculty professional development and to host internal workshop to promote the program among other faculty on campus.
3.16 What is the status of the current technology and equipment used for this program?	The college uses and leverages industry standard GIS software, Esri, and training using the college's annual site license with the company. Esri is the world's largest GIS software company.
3.17 What assessment methods are used to ensure student success?	The college tracks both course and program assessment through the college's Weave program on an annual basis.
3.18 How satisfied are students with their preparation for employment?	This data is collected by students completing the program's last course, internship, through final paper and personal interviews to evaluate student success with transferring academic work to real world work environments.
3.19 How is student satisfaction information collected?	Student intern data is collected through final reports summarizing workforce experiences relating to job readiness and overall success with being prepared for the workforce.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged with both student and program director exit interviews to evaluate students' success, readiness, technical skills, and professionalism to enter the workforce.
3.21 How often does the program advisory committee meet?	The LLC Advisory Board historically meets 1 or 2 every five years, however, recent trends suggest the Board will be meeting more frequently to review rapid changes occurring in the industry.
3.22 How satisfied are employers in the preparation of the program's graduates?	Past indicators indicate most employers are satisfied with interns. An estimated 25-40% of past interns work part-time or full time with intern employers after internship work.
3.23 How is employer satisfaction information collected?	Both informal and formal interviews of employers occurs through advisory board event and hosting interns.

3.24 Did the review of program quality result in any actions or modifications? Please explain.

Review questions indicate more effort needs to address challenges with degree completers. Many students take GIS courses with degrees on-hand, which, in theory leads to discussions for students to acquire shorter more work force targeted mini-certificates with few course requirements. These options are currently being explored.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

See answer above (3.24) relating to repacking small mini-certificates to help many career orientated students with faster integration into acquiring some credential in GIS faster to improve on completion rates with the program.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Geospatial Technology				
CIP Code	45.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	5	3	4	8
Number of Completers	3	1	1	3	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	The Geospatial Technology certificate is primarily focused on providing industry immersion experiences and employment to our students. Each summer, students work as interns in various local businesses, in some cases introducing GIS technology and in others utilizing existing platforms operated by businesses. Some of these students are now being employed by the businesses that have evaluated and approved of the benefit of incorporating GIS into their operations. Other students obtain the certificate but transfer to continue their Bachelor's degree.				
What disaggregated data was reviewed?	N/A				

Were there gaps in the data? Please explain.	No, see elaboration above.
What is the college doing to overcome any identifiable gaps?	N/A
Are the students served in this program representative of the total student population? Please explain.	The college population in 2016 had a race breakdown of 93.5% white and 6.5% others consisting of 64.9% females and 35.1% males. The student population of the program is close to 100% white and predominantly male.
Are the students served in this program representative of the district population? Please explain.	The college district population in 2016 had a race breakdown of 73% white and 27% others consisting of 48% males and 52% females. The student population of the program mirrors the district population closer than it does the college population.

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The NDP.GIS certificate program is beginning to get traction and grow in terms of community awareness and student demand. With the involvement of the advisory board, we expect to continually modify the curriculum to satisfy industry and future needs.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Develop an IAI Transfer Gen.Ed GIS awareness course.  Improve articulation/Crosswalk with local Universities.

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Criminal Justice Leadership	NDP	18	43.0107	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Criminal Justice Leadership certificate is aimed at students and working criminal justice professionals who want to take on a leadership role in their careers.		
To what extent are these objectives being achieved?		This is a new program so no data is currently available		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		New program		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		No specific pre-requisites other than admission to the college		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		attached		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The courses were determined in conjunctions with local law enforcement agencies base on their suggestions and input.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	According to the OOH, 4% (Slower than average)
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Has stayed relatively stable, but prediction is for growth
1.3 What is the district and/or regional need?	Unknown at this time
1.4 How are students recruited for this program?	Program director visits local schools as does college recruiters.
1.5 Where are students recruited from?	LLC district
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A New program
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	No additional cost as it utilizing existing courses and staff.
2.2 How do costs compare to other programs on campus?	To be determined once the program becomes fully engaged.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Utilizes existing courses, but give students options to go directly into career field.
3.2 What are the identified or potential weaknesses of the program?	To be determined

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and online.
3.4 How does this program fit into a career pathway?	Can use certificate to enter workforce or continue education.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	To be determined as this is a new program.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently working on this as it is a new program
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	N/A currently no students enrolled

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	In house only, as funding is limited at this time.
3.16 What is the status of the current technology and equipment used for this program?	Use existing college resources
3.17 What assessment methods are used to ensure student success?	Program will be assessed yearly.
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	Informal survey of graduates will be conducted annually.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Through our advisory board they developed the curriculum and will continue this process as needed
3.21 How often does the program advisory committee meet?	1 time per year.
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A New program
3.23 How is employer satisfaction information collected?	N/A New program
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A New program



List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Since this is a new program, we do not have data to support this question. Currently no students are enrolled.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Criminal Justice Leadership NDP				
CIP Code	43.0107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0				
Number of Completers	N/A New program				
Other (Please identify)	N/A New program				
How does the data support the program goals? Elaborate.	N/A New program				
What disaggregated data was reviewed?	N/A New program				
Were there gaps in the data? Please explain.	N/A New program				
What is the college doing to overcome any identifiable gaps?	N/A New program				
Are the students served in this program representative of the total student population? Please explain.	N/A New program				
Are the students served in this program representative of the district population? Please explain.	N/A New program				

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Since this is the first year of the program, it is too early to predict at this point. No students are currently enrolled.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A New program

Career & Technical Education				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Law Enforcement	AAS	64	43.0107	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Law Enforcement degree is intended for students who do not intend to transfer to a 4 year institution and want to go directly into a career in Law Enforcement.		
To what extent are these objectives being achieved?		This is a new program so no data is currently available		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		New program		
CTE Program Review Analysis				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		No specific pre-requisites other than admission to the college		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		attached		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The courses were determined in conjunctions with local law enforcement agencies base on their suggestions and input.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	According to the OOH, 4% (Slower than average)
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Has stayed relatively stable, but prediction is for growth
1.3 What is the district and/or regional need?	Unknown at this time
1.4 How are students recruited for this program?	Program director visits local schools as does college recruiter.
1.5 Where are students recruited from?	LLC district
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A New program
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	No additional cost as it utilizing existing courses and staff.
2.2 How do costs compare to other programs on campus?	To be determined once the program becomes fully engaged.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Utilizes existing courses, but give students options to go directly into career field.
3.2 What are the identified or potential weaknesses of the program?	To be determined

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and online.
3.4 How does this program fit into a career pathway?	Can use certificate to enter workforce or continue education.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	To be determined as this is a new program.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently working on this as it is a new program
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	10:1

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	In house training until funding for professional development is available.
3.16 What is the status of the current technology and equipment used for this program?	Use existing college resources
3.17 What assessment methods are used to ensure student success?	Program will be assessed yearly.
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Through our advisory board they developed the curriculum and will continue this process as needed
3.21 How often does the program advisory committee meet?	1 time per year.
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A New program
3.23 How is employer satisfaction information collected?	N/A New program
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A New program

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Since this is a new program, we do not have data to support this question.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Law Enforcement AAS.LE				
CIP Code	43.0107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A New program				
Number of Completers	N/A New program				
Other (Please identify)	N/A New program				
How does the data support the program goals? Elaborate.	N/A New program				
What disaggregated data was reviewed?	N/A New program				
Were there gaps in the data? Please explain.	N/A New program				
What is the college doing to overcome any identifiable gaps?	N/A New program				
Are the students served in this program representative of the total student population? Please explain.	N/A New program				
Are the students served in this program representative of the district population? Please explain.	N/A New program				

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Since this is the first year of the program, it is too early to predict at this point.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A New program



<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Law Enforcement	NDP	22		AAS.LE
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Law Enforcement certificate is aimed at students who are seeking a career in law enforcement but may not want to complete a degree at this time. Also, for those currently in field.		
To what extent are these objectives being achieved?		This is a new program so no data is currently available		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		New program		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		No specific pre-requisites other than admission to the college		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		attached		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The courses were determined in conjunctions with local law enforcement agencies base on their suggestions and input.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	According to the OOH, 4% (Slower than average)
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Has stayed relatively stable, but prediction is for growth
1.3 What is the district and/or regional need?	Unknown at this time
1.4 How are students recruited for this program?	Program director visits local schools as does college recruiters.
1.5 Where are students recruited from?	LLC district
1.6 Did the review of program need result in actions or modifications? Please explain.	N/A New program
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	No additional cost as it utilizing existing courses and staff.
2.2 How do costs compare to other programs on campus?	To be determined once the program becomes fully engaged.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	N/A
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Utilizes existing courses, but give students options to go directly into career field.
3.2 What are the identified or potential weaknesses of the program?	To be determined

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and online.
3.4 How does this program fit into a career pathway?	
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently working on this as it is a new program
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	N/A
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	N/A currently no students enrolled

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	New program. No data available.
3.16 What is the status of the current technology and equipment used for this program?	Use existing college resources
3.17 What assessment methods are used to ensure student success?	Program will be assessed yearly.
3.18 How satisfied are students with their preparation for employment?	N/A
3.19 How is student satisfaction information collected?	New program. No data available.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Through our advisory board they developed the curriculum and will continue this process as needed
3.21 How often does the program advisory committee meet?	1 time per year.
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A New program
3.23 How is employer satisfaction information collected?	N/A New program
3.24 Did the review of program quality result in any actions or modifications? Please explain.	N/A New program

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Since this is a new program, we do not have data to support this question. Currently no students are enrolled.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Law Enforcement NDP				
CIP Code	43.0107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0				
Number of Completers	N/A New program				
Other (Please identify)	N/A New program				
How does the data support the program goals? Elaborate.	N/A New program				
What disaggregated data was reviewed?	N/A New program				
Were there gaps in the data? Please explain.	N/A New program				
What is the college doing to overcome any identifiable gaps?	N/A New program				
Are the students served in this program representative of the total student population? Please explain.	N/A New program				
Are the students served in this program representative of the district population? Please explain.	N/A New program				

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Since this is the first year of the program, it is too early to predict at this point. No students are currently enrolled.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	N/A New program

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Technology	Degree	71.0	47.0604	CRT.AUTO
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The degree prepares students with entry-level skills and knowledge necessary for employment in automotive repair facilities.		
To what extent are these objectives being achieved?		The program is very successful. Enrollment has shown a steady increase since FY 2014. Employment opportunities are available.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students will take placement scores for Reading, English, and Math per college board policy but there are no minimums to enter the program. There are no pre-requisite classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The program requires ASE testing and a supervised occupational experience to meet industry requirements and recommendations.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	Reasonably strong. The State of Illinois projects a 12.08% growth for automotive techs over the next 10 years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased and is projected for a 1.15% annual compound growth for the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 96 new positions for the next 5 years within LWIA 23.
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	Continued requests for funding, updating of some auto lab facilities, and equipment, and updating of some courses to include modern electronics.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The Auto Program sees an annual budget of approximately \$240,000 which is shared with the CRT.AUTO.
2.2 How do costs compare to other programs on campus?	The Auto Program is mid-range in overall program budgets on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student lab and testing fees and Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed accordingly. The college updated the auto lab and bought a new air compressor within the last year.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Industry certified and experienced instructors teach the AUT classes. The classes have a strong lab component.
3.2 What are the identified or potential weaknesses of the program?	Cyclical enrollment patterns, lack of funding for contemporary diagnostic equipment and vehicles.



3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and some on-line classes.
3.4 How does this program fit into a career pathway?	Upon graduation, students will have sat for their ASE tests which qualifies them employment as automotive technicians.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We have implemented any new innovations since the last review due to the ongoing state budget impasse.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	AUT-048 is taught in Shelbyville and Marshall high schools. Career Academy covers (3) of the courses of the AAS.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	AUT-075 is a 3 credit hour summer supervised occupational experience.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	ASE with voluntary NATEF accreditation.
3.9 Are industry-recognized credentials offered? If so, please list.	ASE certification
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	90% or better
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies and dealerships which serve on the advisory committee.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 15 is the approximate average. Range can be 1 to 6 up to 1 to 22.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Canvas training for adjuncts would be helpful. Full time faculty participate in on-campus training and/or take part in high school recruitment/visits and 8 <sup>th</sup> Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Reasonably current. The auto program would benefit from the addition of a couple modern vehicles, the scrapping of several old ones, and the addition of a diesel program.
3.17 What assessment methods are used to ensure student success?	Faculty course assessment data reports each semester via Weave, employer surveys, and optional student feedback for <del>tenured faculty</del> . <del>Program assessment is done annually</del>
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.
3.19 How is student satisfaction information collected?	Employer surveys, student logs during SOE, optional end of semester class evaluations.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes. They also provide the SOE experiences for most students.
3.21 How often does the program advisory committee meet?	At least once a year, sometimes twice.
3.22 How satisfied are employers in the preparation of the program's graduates?	Based upon the last two advisory committee meetings and employer feedback on the SOEs, highly satisfied.
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Upon review, the NATEF certification and/or reaccreditation will continue.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention and placement are not significant issues at this point though recruitment may need adjustment. The incoming freshman numbers have decreased in the past two years and this may be due to some new dual enrollment opportunities which Lake Land is offering. The college and its Technology Division need to watch current enrollment trends and provide the best opportunities for its students.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Automotive Technology				
CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	56	59	71	51	53
Number of Completers	16	11	23	14	9
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has mostly decreased since Year 2. Recruitment efforts need to be adjusted. Return to the early-bird dual credit classes might be suggested.				
What disaggregated data was reviewed?	Course and program assessment data, enrollment numbers, the annual graduation report, and the course persistence report.				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a true minority in the program.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the Auto Technology program are representative of the age and race of the district. Women still are a minority in the program.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program's content is strong. It enjoys strong connections to district employers. Continued efforts to increase enrollment need to be made as well as efforts to secure a few more modern vehicles.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Get a definitive answer on the continuation of Career Academy. Work on FY 2018 Perkins requests. Continue efforts to dispose of old used vehicles. Plan for future diesel and hybrid vehicle classes.

## **AUTOMOTIVE TECHNOLOGY (AAS.AUTO) ASSOCIATE IN APPLIED SCIENCE**

This degree prepares students with entry-level skills and knowledge necessary for employment in automotive repair maintenance shops as service or parts personnel. The curriculum is Automotive Service Excellence (ASE) certified and is designed to prepare students for ASE certification. Instruction is provided in a shop equipped with the most up-to-date equipment available. Students entering this program must purchase hand tools and uniforms needed for use in the program. The cost of the required tools can be up to \$3,400 depending on brand/source. The required uniforms are approximately \$140 and textbooks/lab manuals are approximately \$510. A list of required tools can be obtained from counselors or auto instructors. Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

### **First Semester Hours**

AUT-048 Intro to Automotive Technology + 2.0  
 AUT-050 Engine Repair + 5.0  
 AUT-051 Electrical Systems I + 4.0  
 ENG-050 Writing for Industry 3.0  
 TEC-048 Applied Shop Computations 3.0  
**SEMESTER TOTALS 17.0**

### **Second Semester**

AUT-052 Engine Performance I +++ 5.0  
 SPE-111 Intro to Speech Communication 3.0  
 --- --- Social Science Elective 2.0  
 HED-178 Responding to Emergencies 2.0  
 AUT-053 Brake Systems +++ 4.0  
**SEMESTER TOTALS 16.0**

### **Summer**

Term  
 AUT-054 Heating and Air Conditioning I \* + 3.0  
 AUT-075 Supervised Occupational Exp \* + 3.0  
**SEMESTER TOTALS 6.0**

### **First Semester Hours**

AUT-059 Electrical Systems II \* + 4.0  
 AUT-080 Steering and Suspension \* + 4.0  
 AUT-081 Engine Performance II \* + 5.0  
 --- --- Economics Elective 3.0  
**SEMESTER TOTALS 16.0**

### **Second Semester**

AUT-076 Auto Transmissions/Transaxles \* +++ 5.0  
 AUT-082 Manual Dr Train and Axles \* +++ 5.0  
 AUT-083 Engine Performance III \* +++ 2.0  
 AUT-089 ASE Test Review +++ 2.0  
 --- --- Technical Elective 2.0  
**SEMESTER TOTALS 16.0**  
**TOTAL PROGRAM HOURS 71.0**

SFS-101 Strategies for Success 2.0

--- --- Social Science Elective 2.0

ECO-130 The American Economy 3.0

ECO-231 Principles of Econ I (Macro) 3.0

IND-044 Fluid Power 3.0

MTT-050 Intro to Machining Procedures 3.0

WEL-057 Welding Fundamentals 2.5

BUS-142 Introduction to Business 3.0

+ Course only offered fall semester

+++ Course only offered spring semester

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

++++ Course offered in summer term only

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Integrated Manufacturing Technology	Degree	64.5	15.0406	CRT.CAD, NDP.PLC, NDP.CNCO, and NDP.CNCP
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The goals are to give students a broad background in mechanics, fluid power, CAD, computer applications, and robotics so as to gain employment in the manufacturing sector.		
To what extent are these objectives being achieved?		Graduates of the program have little trouble finding work in the district. Currently there are more jobs available in this field than graduates.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Reading, English, and math testing scores are required for all college freshmen. The ENG-120 class requires a minimum score ACT of 19, an SAT of 27, or an Accuplacer of 64-120 for placement in AAS.CIM degree.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The broad nature of the training requires the 64.5 hours but the resulting high employment rates of program graduates is testimony to training's success.		

Indicator 1: Need	Response
1.1 How strong is the occupational demand for the program?	Reasonably strong. Industrial engineers are expected to see a 2.94% demand growth in the next 5 years. CNC programmers and operators are expected to grow at 27.59% and 18.99% in the next five years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased and is projected for a 1.75% and 2.47% annual compound growth for the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 53 new positions for the next 5 years within LWIA 23.
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program has seen sufficient funding to update and install new CNC lathes and mills. The program is adding FANUC industrial certifications.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	The CIM Program sees an annual budget of approximately \$115,000.
2.2 How do costs compare to other programs on campus?	The CIM Program is one of the lesser expensive programs in the Technology Division though Perkins funding has helped maintain and get new equipment.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student lab and testing fees and Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants. However, the new CNC mill was paid through Perkins funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed accordingly. The college updated the lab with a new CNC mill and CNC lathe within the last year.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	The program coordinator is a mechanical engineer with nearly two decades of experience. He loves teaching and his students and has expanded the program. The classes have a strong lab component.



3.2 What are the identified or potential weaknesses of the program?	Some of the equipment requires Perkins funding for purchasing. The program is cramped for lab space.		
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and some on-line classes.		
3.4 How does this program fit into a career pathway?	Upon graduation, students will have a background in CAD and PLC as well as FANUC machining certification which qualifies them for employment in several areas of manufacturing.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Started a Maker's Club, solar powered aircraft/drone, FANUC certification for graduating sophomores, newer robotics components in some classes.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Many area high schools teach CAD-056 and Marshall, Effingham, and Paris high schools teach TEC-046, 047, 049, 051 which focus on introductory manufacturing skills which can be applied to this degree.		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	A 3 credit hour summer supervised occupational experience is available for interested students.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No		
3.9 Are industry-recognized credentials offered? If so, please list.	FANUC machining certification.		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 in Industrial Technology with Eastern Illinois University.		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies and dealerships which serve on the advisory committee.		

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 10 is the approximate average. It can range from 1:8 to 1:20.	
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3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Canvas training for adjuncts would be helpful. Full time faculty participate in high school recruitment visits and the annual 8 <sup>th</sup> Grade Career Fair.		
3.16 What is the status of the current technology and equipment used for this program?	Up to date.		
3.17 What assessment methods are used to ensure student success?	Faculty course assessment data reports each semester, employer surveys, and optional student feedback for tenured faculty. Also, annual program assessment is completed.		
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.		
3.19 How is student satisfaction information collected?	Employer surveys, student logs during SOE, optional end of semester class evaluations.		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes. They also provide the SOE experiences for most students.		
3.21 How often does the program advisory committee meet?	At least once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	Based upon the last advisory committee meeting and employer feedback, highly satisfied.		
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Upon review, a new CNC mill and another CNC lathe were bought. Hydro-Gear donated a modern robotic arm to the college for use in this program.		

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention is high in the program. Some students will migrate to the AAS.MET as it is less math and electronics intensive. Still job placement and enrollment are very steady. Course sequencing with CIM-060 can be a little tricky with the NDP.CNCO but overall workable. Sequencing the CAD classes has been a little problematic over the past two years due to low enrollment and cancelled sections.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Computer Integrated Manufacturing Technology				
CIP Code	15.0406				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	16	21	20	16
Number of Completers	3	1	4	7	3
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has generally been up in the program as demand for these skills remains high. Recruitment for the program continues.				
What disaggregated data was reviewed?	Course and Program Assessment, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a true minority in the program.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the AAS.CIM program are representative of the age and race of the district. Women still are a minority in the program.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program is up-to-date and its graduates are in high demand. The state-wide trend in lower college enrollment can be seen here. However, several area high schools with dual credit may provide feeders for this
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts for the program.

## COMPUTER INTEGRATED MANUFACTURING TECHNOLOGY

### (AAS.CIM) ASSOCIATE IN APPLIED SCIENCE

This program is designed to give the student a broad background in the basics of mechanics, fluid power, CAD, electronics and computer applications in manufacturing. Graduates will be prepared for the manufacturing jobs of the future in positions such as CAD/CAM operator/designer, manufacturing engineering technician, quality control technician, robotics technician, CNC operator/programmer, CIM technician or CIM equipment installer.

Employment opportunities exist in many types of manufacturing industries, service industries and consulting firms. Students planning to continue their education at Eastern Illinois University or Southern Illinois University to earn a bachelor's degree in Industrial Technology or Applied Engineering should consult their advisor/counselor for course requirements and substitutions. Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

#### First Semester Hours

TEC-050 Technical Math I (Module 1) 2.0  
 TEC-052 Technical Math II (Module 2) \* 2.0  
 CAD-056 CAD I 2.0  
 EET-040 Basic Electronics (Module 1) 2.5  
 ENG-098 Communications I or  
 ENG-120 Composition I 3.0  
 EET-050 Electric Circuits I (Module 2) 2.5  
 TEC-103 Engineering Graphics 3.0  
 SEMESTER TOTALS 17.0

#### Second Semester

CAD-057 CAD II \* 3.0  
 TEC-054 Technical Math III (Module 1) \* 2.0  
 --- --- Social Science Elective 2.0  
 MTT-050 Intro to Machining Procedures 3.0  
 CIM-060 CNC Machining \* +++ 3.0  
 WEL-057 Welding Fundamentals 2.5  
 SEMESTER TOTALS 15.5

#### First

##### Semester Hours

EET-086 Prog Logic Controllers I 2.0  
 HED-178 Responding to Emergencies 2.0  
 CIM-044 Industrial Robotics + 2.0  
 CIM-092 Computer-Aided Manufacturing \* + 3.0  
 IND-044 Fluid Power 3.0  
 TEC-070 Properties of Metal 2.5  
 EET-072 Industrial Control I 2.0  
 SEMESTER TOTALS 16.5

#### Second Semester

EET-087 Prog Logic Controllers II \* 2.0  
 CAD-062 Introduction to Solidworks 2.0  
 MET-084 Technical Mechanisms \* 3.0  
 CIM-094 Computer Integrated Manf \* +++ 3.0  
 --- --- Social Science Elective 3.0

EET-075 HMI-Human Machine Interface 2.0

--- --- Technical Elective 0.5

SEMESTER TOTALS 15.5

TOTAL PROGRAM HOURS 64.5

CAD-058 CAD Drafting Systems \* + 2.0

CAD-059 Special Applications of CAD \* +++ 3.0

CAD-075 Supervised Occupational Exp 3.0

EET-052 Solid State Devices 4.0

EET-056 Electronic Design/Fabrication 3.0

EET-060 Computer Hardware 3.0

EET-063 Industrial Computer Systems 3.0

MET-043 Motors and Generators 2.5

WEL-047 Shielded Metal Arc Welding I 2.0

WEL-056 Metal Cutting and Fabrication 2.0

WEL-058 Gas Metal Arc Welding I 2.0

WEL-061 Gas Tungsten Arc Welding 3.0

CAD-060 3D Solid Modeling 3.0

CAD-061 3D Parametric Design 3.0 IND-052 Electrical Installation Proc 2.5

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

+++ Course only offered spring semester

+ Course only offered fall semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Electronics Engineering Technology	Degree	70.5	15.0303	CRT.ECT
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Provide career education covering a broad range of electronic topics such as communications, microprocessors, digital, and linear electronics.		
To what extent are these objectives being achieved?		The program thoroughly covers its topics and its graduates are successful in finding employment.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		22-24 on ACT or 28-30.5 on SAT for placement in MAT-130.  Minimum of 19 on ACT or 27 on SAT for placement in ENG-120.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		This program is designed for transfer to SIU in Carbondale, IL or to ISU in Terre Haute, IN. As such, there are more extensive general education requirements than other CTE programs.		
<b>Indicator 1: Need</b>		<b>Response</b>		



1.1 How strong is the occupational demand for the program?	Reasonably strong. Graduates usually become electronics techs. Some of these positions are expecting slight declines of 2.75% while some areas have anticipated growth of 10% over the next five years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased and is projected for a 0.96% annual compound growth over the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 2 new positions for the next 5 years within LWIA 23.
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program is being updated to include less emphasis on RF design and more emphasis on programming and microprocessors.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The AAS.EET Program sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS
2.2 How do costs compare to other programs on campus?	The AAS.EET program is mid-level in expense among programs in the Technology Division.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab, and testing fees and Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed accordingly. The program faculty have been very busy in updating course titles and content.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The program has two senior instructors with a lot of practical experience as well as master's degrees. The program places heavy emphasis on critical thinking and labs.
3.2 What are the identified or potential weaknesses of the program?	Some of the equipment requires Perkins funding for purchasing. Aligning the various electronics programs and certificates to meet current needs can also be a challenge.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and some on-line classes.		
3.4 How does this program fit into a career pathway?	Upon graduation, students will have the skills to find full time employment in industry and manufacturing. Several graduates complete their bachelor's degree before seeking employment.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Raspberry Pi microcontrollers, increased interest in robotics and CISCO networking.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	A few area high schools are teaching EET-040 and EET-050.		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Some students find summer SOE experience but this is not mandatory in the AAS.EET.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No		
3.9 Are industry-recognized credentials offered? If so, please list.	None		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 in Electronics Engineering Technology with Southern Illinois University or Indiana State University.		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies and dealerships which serve on the advisory committee.		
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 7 is the approximate average. It can range from 1:4 to 1: 12.		

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Canvas training for adjuncts would be helpful. Full time faculty participate in Laker Visit Days and other recruitment efforts. CISCO training and other programming training would be most helpful for the full time faculty.		
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date. Some further microcontroller/microprocessor items would be useful for labs.		
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave, employer surveys, and optional student feedback for tenured faculty. Additionally, <u>program assessment is completed annually.</u>		
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.		
3.19 How is student satisfaction information collected?	Employer surveys, student logs during SOE (when applicable), optional end of semester class evaluations.		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes.		
3.21 How often does the program advisory committee meet?	At least once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	Based upon the last advisory committee meeting and employer feedback, highly satisfied.		
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program is updating itself from 1980's era labs and curriculum to more up to date labs involving programming. However, the strong hands-on component remains.		

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention is high in the program. Some students will migrate to the electronic programs or the AAS.MET. Still, job placement after graduation is good and enrollment is relatively steady though it would be better to see enrollment closer to 16 students. Course sequencing has been mostly fine though it has been a little problematic over the past two years due to low enrollment and cancelled sections.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Electronics Engineering Technology				
CIP Code	15.0303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	12	14	16	15
Number of Completers	3	3	6	3	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has remained remarkably constant over the past five years even though local demand for these skills remains high. Recruitment for the program continues.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a minority in the program.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the AAS.EET program are representative of the age and race of the district. Women still are a minority in the program.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Electronics skills are in demand. Continued updating the program will help meet the demands of local manufacturers and industry.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued upgrading of the classes and lab materials. Continued recruitment of students to the program. Continued faculty professional development opportunities.

## ELECTRONICS ENGINEERING TECHNOLOGY

(AAS.EET) ASSOCIATE IN APPLIED SCIENCE

The Electronic Engineering Technology program is designed to prepare the student for transfer to one of Indiana State University's or Southern Illinois University's electronic degree programs. Students completing the Electronic Engineering Technology degree program have the skills and knowledge to be employed in many different electronic fields. This program teaches a broad range of electronics such as radio frequency communication, microprocessors, digital and linear electronics. Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

### First Semester Hours

EET-040 Basic Electronics (Module 1) 2.5

EET-050 Electric Circuits I (Module 2) \* 2.5

ENG-120 Composition I \* 3.0

CAD-056 CAD I (Module 1) 2.0

EET-056 Electronic Design/Fabrication + 3.0

MAT-130 College Algebra \* 3.0

HED-178 Responding to Emergencies 2.0

SEMESTER TOTALS 18.0

### Second Semester

EET-076 Digital Logic \* +++ 3.0

EET-052 Solid State Devices \* +++ 4.0

ENG-121 Composition II \* 3.0

--- --- Social Science Elective 2.0

--- --- Technical Elective 3.0

MAT-132 Trigonometry \* 3.0

SEMESTER TOTALS 18.0

First Semester Hours

EET-078 Linear Electronics \* + 3.0

EET-072 Industrial Control I (Module 1) \* + 2.0

EET-086 Prog Logic Controllers I \*Module 2) \* + 2.0

PHY-130 College Physics I \* + 4.0

EET-081 Microcontroller Applications \* + 3.0

EET-048 Digital Circuits + 3.0

SEMESTER TOTALS 17.0

Second Semester

EET-080 R.F. Communications \* +++ 3.0

EET-085 Electronic Projects \* 2.0

PHY-131 College Physics II \* +++ 4.0

PLC-040 Fund of Instrumentation ++ 3.0

--- --- Social Science Elective 3.0

--- --- Technical Elective 2.5

SEMESTER TOTALS 17.5

TOTAL PROGRAM HOURS 70.5

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

+ Course only offered fall semester

+++ Course only offered spring semester

++ Course only offered spring and summer semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Electronics Systems Specialist Technology	Degree	65.5	15.0303	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Provide career education in an electronics field of the student's choice including computers, networking, telecommunications, or manufacturing.		
To what extent are these objectives being achieved?		The program thoroughly covers its topics and its graduates are successful in finding employment.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The background in the various electronic fields coupled with the general education requirements pushes this AAS to the 65.5 credit hour level.		
<b>Indicator 1: Need</b>		<b>Response</b>		



1.1 How strong is the occupational demand for the program?	Steady. Graduates usually become electronics techs. Some of these positions are expecting increases of 0.46% while some areas have anticipate declines of 0.47% over the next five years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Very little change. Given the various areas of electronics, some show slight increases while other show slight decreases.
1.3 What is the district and/or regional need?	There is an anticipated growth of 0 new positions for the next 5 years within LWIA 23.
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program is being updated to include more emphasis on programming and microprocessors.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The AAS.EETES Program sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS
2.2 How do costs compare to other programs on campus?	The EETES Program is a mid-level expense program in the Technology Division. Some Perkins funding has been used but the innovative staff have developed new ideas to implement new technology in cost effective ways.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab and course fees, and some Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed them accordingly.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The program has two senior instructors with a lot of practical experience as well as master's degrees. The program places heavy emphasis on critical thinking and labs.

3.2 What are the identified or potential weaknesses of the program?	Perkins funding does help with some purchasing. Aligning the various electronics programs and certificates to meet current needs can also be a challenge.		
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and some on-line classes.		
3.4 How does this program fit into a career pathway?	Upon graduation, students will have the skills to find full time employment in industry and manufacturing. Several graduates complete their bachelor's degree before seeking employment.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Raspberry Pi microcontrollers, increased interest in robotics and CISCO networking.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	A few area high schools are teaching EET-040 and EET-050.		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Some students find summer SOE experience but this is not mandatory in the AAS.EETES.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No		
3.9 Are industry-recognized credentials offered? If so, please list.	None		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies which serve on the advisory committee.		

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 7 is the approximate average. It can range from 1:4 to 1: 12.	
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3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Canvas training for adjuncts would be helpful. Full time faculty participate in Laker Visit Days and other recruitment efforts. CISCO training and other programming training would be most helpful for the full time faculty.		
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date. Some further microcontroller/microprocessor items would be useful for labs.		
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave, employer surveys, and optional student feedback for tenured faculty. Additionally, program assessment is completed annually.		
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.		
3.19 How is student satisfaction information collected?	Employer surveys, student logs during SOE (when applicable), optional end of semester class evaluations.		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes.		
3.21 How often does the program advisory committee meet?	At least once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	Based upon the last advisory committee meeting and employer feedback, highly satisfied.		
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program is updating itself from 1980's era labs and curriculum to more contemporary labs involving programming. However, the strong hands-on component remains.		

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention is high in the program. Some students will migrate to the electronic programs or the AAS.MET. Still, job placement after graduation is good and enrollment is relatively steady though it would be better to see enrollment closer to 16 students. Course sequencing has been mostly fine though it has been a little problematic over the past two years due to low enrollment and cancelled sections.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Electronics Systems Specialist Technology				
CIP Code	15.0303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	5	8	7	9
Number of Completers	2	4	3	5	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has fluctuated over the past five years even though local demand for these skills remains constant. Recruitment for the program continues.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a minority in the program.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the AAS.EETES program are representative of the age and race of the district. Women still are a minority in the program.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Electronics skills are in demand. Continued updating the program will help meet the demands of local manufacturers and industry, particularly for those students wanting a terminal degree.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued upgrading of the classes and lab materials. Continued recruitment of students to the program. Continued faculty professional development opportunities.

## ELECTRONICS ENGINEERING TECHNOLOGY (AAS.EET) ASSOCIATE IN APPLIED SCIENCE

The Electronic Engineering Technology program is designed to prepare the student for transfer to one of Indiana State University's or Southern Illinois University's electronic degree programs. Students completing the Electronic Engineering Technology degree program have the skills and knowledge to be employed in many different electronic fields. This program teaches a broad range of electronics such as radio frequency communication, microprocessors, digital and linear electronics. Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

### First Semester Hours

EET-040 Basic Electronics (Module 1) 2.5  
 EET-050 Electric Circuits I (Module 2) \* 2.5  
 ENG-120 Composition I \* 3.0  
 CAD-056 CAD I (Module 1) 2.0  
 EET-056 Electronic Design/Fabrication + 3.0  
 MAT-130 College Algebra \* 3.0  
 HED-178 Responding to Emergencies 2.0  
 SEMESTER TOTALS 18.0

### Second Semester

EET-076 Digital Logic \* +++ 3.0  
 EET-052 Solid State Devices \* +++ 4.0  
 ENG-121 Composition II \* 3.0  
 --- --- Social Science Elective 2.0  
 --- --- Technical Elective 3.0  
 MAT-132 Trigonometry \* 3.0  
 SEMESTER TOTALS 18.0

### First Semester Hours

EET-078 Linear Electronics \* + 3.0  
 EET-072 Industrial Control I (Module 1) \* + 2.0  
 EET-086 Prog Logic Controllers I \*Module 2) \* + 2.0  
 PHY-130 College Physics I \* + 4.0  
 EET-081 Microcontroller Applications \* + 3.0  
 EET-048 Digital Circuits + 3.0  
 SEMESTER TOTALS 17.0

### Second Semester

EET-080 R.F. Communications \* +++ 3.0  
 EET-085 Electronic Projects \* 2.0  
 PHY-131 College Physics II \* +++ 4.0  
 PLC-040 Fund of Instrumentation ++ 3.0  
 --- --- Social Science Elective 3.0  
 --- --- Technical Elective 2.5  
 SEMESTER TOTALS 17.5  
 TOTAL PROGRAM HOURS 70.5

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

+ Course only offered fall semester

+++ Course only offered spring semester

++ Course only offered spring and summer semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Instrumentation and Control Technology	Degree	62.5	15.0303	CRT.AAC
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Provide career education covering a broad range of electronic topics such as communications, microprocessors, digital, and linear electronics.		
To what extent are these objectives being achieved?		The program thoroughly covers its topics and its graduates are successful in finding employment.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The background in the various electronic fields coupled with the general education requirements pushes this AAS to the 62.5 credit hour level.		



Indicator 1: Need	Response
1.1 How strong is the occupational demand for the program?	Reasonably strong. Graduates usually become electronics techs. Some of these positions are expecting slight declines of 2.75% while some areas have anticipated growth of 10% over the next five years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased and is projected for a 0.96% annual compound growth over the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 2 new positions for the next 5 years within LWIA 23.
1.4 How are students recruited for this program?	In recent years, they haven't been recruited. In times past, by high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 Where are students recruited from?	Five years ago, from high school graduating classes and displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program has been modified and changed to the Mechatronics degree. This is undergoing further modification and will be the Applied Engineering and Technology AAS Spring 2018.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this program?	The AAS.ICT Program sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS
2.2 How do costs compare to other programs on campus?	The AAS.ICT program was a higher-level expense program in the Technology Division.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab, and testing fees and Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed accordingly. The program faculty have been very busy in updating course titles and content.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	The program has two senior instructors with a lot of practical experience as well as master's degrees. The program places heavy emphasis on critical thinking and labs in the classes offered.
3.2 What are the identified or potential weaknesses of the program?	Some of the equipment requires Perkins funding for purchasing. Aligning the various electronics programs and certificates to meet current needs can also be a challenge. No students.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and some on-line classes.		
3.4 How does this program fit into a career pathway?	Upon graduation, students will have the skills to find full time employment in industry and manufacturing. Several graduates complete their bachelor's degree before seeking employment.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Raspberry Pi microcontrollers, increased interest in robotics, and drones.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	A few area high schools are teaching EET-040 and EET-050.		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Some students find summer SOE experience but this is not mandatory in the AAS.ICT.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No		
3.9 Are industry-recognized credentials offered? If so, please list.	None		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The new Applied Engineering and Technology degree will articulate into EIU as a 2+2.		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies and dealerships which serve on the advisory committee.		
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 7 is the approximate average. It can range from 1:4 to 1: 12 in those classes offered.		

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Full time faculty participate in Laker Visit Days and other recruitment efforts. Drone certification training and programming training would be good for the faculty.		
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date. Some further microcontrollers for labs are being purchases. Some simulators need to be bought. Also, improving and insuring the drones for flight.		
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave, employer surveys, and optional student feedback for tenured faculty. Additionally, program assessment is completed annually.		
3.18 How satisfied are students with their preparation for employment?	No students in the last three years to report.		
3.19 How is student satisfaction information collected?	Employer surveys, student logs during SOE (when applicable), optional end of semester class evaluations.		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes.		
3.21 How often does the program advisory committee meet?	Once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	The last advisory meeting brought a major shift in the program with greater emphasis on programming and automation. These changes should increase employer satisfaction and student job placement.		
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program is updating to modern labs involving programming and automation. However, the strong hands-on component remains.		

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

The program was not included in the last catalog. It overlaps the certificate in PLC and the AAS.EETES and AAS.EET in some content. The AAS.ICT has been radically changed and it is hoped that it will become the dominant degree in electronics at LLC. The college is going to have to find funding for insurance to cover drone flights and faculty must be willing to be trained and licensed for such teaching.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Electronics Engineering Technology				
CIP Code	15.0303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	1	0	0	0
Number of Completers	5	3	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has been dead for three years. Recruitment for the new program continues and it seems promising at this point.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	There is no program enrollment.				
Are the students served in this program representative of the district population? Please explain.	There is no program enrollment.				

Review Results	
<b>Action</b>	Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The AAS.ICT was effectively dead. The content and nature of program needed to change to meet existing technology and interests.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The college is offering the Mechatronics degree in the Fall 2017 with it becoming the new Applied Engineering and Technology degree in the Spring 2018.

## ELECTRONICS ENGINEERING TECHNOLOGY

(AAS.EET) ASSOCIATE IN APPLIED SCIENCE

The Electronic Engineering Technology program is designed to prepare the student for transfer to one of Indiana State University's or Southern Illinois University's electronic degree programs. Students completing the Electronic Engineering Technology degree program have the skills and knowledge to be employed in many different electronic fields. This program teaches a broad range of electronics such as radio frequency communication, microprocessors, digital and linear electronics. Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

### First Semester Hours

EET-040 Basic Electronics (Module 1) 2.5

EET-050 Electric Circuits I (Module 2) \* 2.5

ENG-120 Composition I \* 3.0

CAD-056 CAD I (Module 1) 2.0

EET-056 Electronic Design/Fabrication + 3.0

MAT-130 College Algebra \* 3.0

HED-178 Responding to Emergencies 2.0

SEMESTER TOTALS 18.0

### Second Semester

EET-076 Digital Logic \* +++ 3.0

EET-052 Solid State Devices \* +++ 4.0

ENG-121 Composition II \* 3.0

--- --- Social Science Elective 2.0

--- --- Technical Elective 3.0

MAT-132 Trigonometry \* 3.0

SEMESTER TOTALS 18.0

First Semester Hours

EET-078 Linear Electronics \* + 3.0

EET-072 Industrial Control I (Module 1) \* + 2.0

EET-086 Prog Logic Controllers I \*Module 2) \* + 2.0

PHY-130 College Physics I \* + 4.0

EET-081 Microcontroller Applications \* + 3.0

EET-048 Digital Circuits + 3.0

SEMESTER TOTALS 17.0

Second Semester

EET-080 R.F. Communications \* +++ 3.0

EET-085 Electronic Projects \* 2.0

PHY-131 College Physics II \* +++ 4.0

PLC-040 Fund of Instrumentation ++ 3.0

--- --- Social Science Elective 3.0

--- --- Technical Elective 2.5

SEMESTER TOTALS 17.5

TOTAL PROGRAM HOURS 70.5

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

+ Course only offered fall semester

+++ Course only offered spring semester

++ Course only offered spring and summer semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Advanced Automation & Control	Cert	24.0	15.0303	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Graduates of the program will have the knowledge to integrate hardware and software in an industrial automation environment. Basic programming, networking, and instrumentation are		
To what extent are these objectives being achieved?		The program thoroughly covers its topics and its graduates are successful in finding employment.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into the program		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The certificate is only 24 credit hours.		
<b>Indicator 1: Need</b>		<b>Response</b>		



1.1 How strong is the occupational demand for the program?	Steady. Enrollees were usually already employed technicians seeking increased skills. Some of these positions are expecting increases of 3.12% while some areas have anticipate declines of		
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Overall positive growth of around 2.5% in the next five years.		
1.3 What is the district and/or regional need?	There is an anticipated growth of 2 new positions for the next 5 years within LWIA 23.		
1.4 How are students recruited for this program?	Online, professional magazines, and college recruiting efforts.		
1.5 Where are students recruited from?	High school graduating classes as well as incumbent workers. Also, already employed engineers and technicians seeking to <del>increase their skills</del>		
1.6 Did the review of program need result in actions or modifications? Please explain.	The program is currently being made inactive due to low enrollment. However, it may be revised and revived in a few years depending upon demand and marketing.		
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>		
2.1 What are the costs associated with this program?	The CRT.AAC saw an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS		
2.2 How do costs compare to other programs on campus?	The CRT.AAC was a lower level expense program in the Technology Division because it was offered all on-line.		
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab and course fees.		
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A		
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The college undertook a review of the certificate and its graduation rate and decided to inactivate the certificate for a few years.		
<b>Indicator 3: Quality</b>	<b>Response</b>		
3.1 What are the program's strengths?	The certificate has one principal senior instructor with a lot of practical experience as well as master's degrees.		
3.2 What are the identified or potential weaknesses of the program?	The certificate never reached its target market. Its on-line nature made it useful for working technicians and engineers to improve their skills but it needs a larger market than District 517.		

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	All on-line classes.		
3.4 How does this program fit into a career pathway?	Students usually were already employed and used the certificate for further training.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The all on-line format for further certification.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students usually were already employed and used the certificate for further training.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No		
3.9 Are industry-recognized credentials offered? If so, please list.	None		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Some local companies had employees enrolled in the early years of the certificate.		
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 5 is the approximate average. It can range from 1:1 to 1:9.		

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	If this certificate is revived, updated PLCs and programming training would be useful for the instructor.		
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date. Some newer PLC items or software simulators would be useful for labs.		
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave, employer surveys, and optional student feedback for tenured faculty. Additionally, <del>program assessment is completed annually</del>		
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation was good and student feedback indicated most were very satisfied with their education.		
3.19 How is student satisfaction information collected?	Employer surveys and optional end of semester class evaluations.		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers were the main supporters of the certificate.		
3.21 How often does the program advisory committee meet?	Once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	Highly satisfied but a niche market.		
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program is being suspended for at least a few years.		

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

The certificate never reached its target market of technicians and engineers wanting to further their skills. After 5 years, the enrollment swiftly dropped and graduates became non-existent. The college will look at integrating this certificate with the existing PLC certificate in an effort to streamline efforts and increase enrollment.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Advanced Automation and Control, CRT.AAC				
CIP Code	15.0303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	4	9	3	0
Number of Completers	2	2	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment peaked 3 years ago and has been in decline ever since. Given the enrollment and graduate trends, the certificate has been suspended.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body was representative in race but not in age and gender. Non-traditional students made up a significant portion of enrollees.				
Are the students served in this program representative of the district population? Please explain.	The student body was representative in race of the district but not in age and gender. Non-traditional students made up a significant portion of enrollees.				

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Given the low enrollment and even lower graduation rates, this certificate has been placed on inactive status.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	There is an ongoing realignment of various electronics programs and certificates at LLC. It is possible that the certificate is modified or combined into another existing certificate or brought back at a later date.

## **ADVANCED AUTOMATION AND CONTROL (CRT.AAC) CERTIFICATE**

Graduates of this certificate will have developed the knowledge to integrate software with hardware in the industrial automation environment. Computer logic, basic programming skills, fundamentals of networking and controlling a process with instrumentation will be emphasized.

Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

Gainful employment - For more information regarding related occupations, graduation rates and program costs, view the Gainful Employment information provided on website.

### First Semester Hours

PLC-040 Fund of Instrumentation 3.0

EET-057 Computer Systems Architecture \* 3.0

PLC-050 PLC I-Allen Bradley SLC5/0x \* 3.0

CIS-156 Computer Logic \* 3.0

SEMESTER TOTALS 12.0

### Second Semester

EET-063 Industrial Computer Systems 3.0

PLC-060 PLC II-Allen Bradley SLC5/0x \* 3.0

EET-075 HMI-Human Machine Interface \* 2.0

EET-066 Network Pro \* 4.0

SEMESTER TOTALS 12.0

TOTAL PROGRAM HOURS 24.0

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Technician	Cert	34.0	15.1202	Certificate works with AAS.EET
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Prepares students for entry into the broad field of computer repair and maintenance including areas of personal computing, telecommunications, and industrial network systems.		
To what extent are these objectives being achieved?		The certificate covers its topics well and its graduates are usually successful in finding employment.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		Given the broad background of skills in electronics, computer hardware, and networking, the certificate is 34 credit hours.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	Mixed. Some employers like AAS students to hold this certificate because of the network and hardware skills.		
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Given the various areas of electronics, some show slight increases while other show decreases. Overall, the demand is projected to decrease of around 0.18% in the next five years		
1.3 What is the district and/or regional need?	There is an anticipated decline of 2 new positions for the next 5 years within LWIA 23 for students with only this certificate.		
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.		
1.5 Where are students recruited from?	High school graduating classes as well as a few displaced workers.		
1.6 Did the review of program need result in actions or modifications? Please explain.	The program was needing newer computers for its hardware classes. These have been purchased.		
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>		
2.1 What are the costs associated with this program?	The CRT.COMTC sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS		
2.2 How do costs compare to other programs on campus?	The CRT.COMTC is a lower level expense program in the Technology Division. Very little funding has been given it in the		
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab and course fees, and some Perkins or other grant funding.		
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.		
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The college spent about \$7500 over the past two years to update some badly outdated equipment.		
<b>Indicator 3: Quality</b>	<b>Response</b>		
3.1 What are the program's strengths?	The program has one part-time and one full time senior instructor. The classes are very relevant to sector needs and skills.		
3.2 What are the identified or potential weaknesses of the program?	Keeping hardware updated. Some competition for students between the Technology and Business Divisions.		



3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and a few on-line classes.		
3.4 How does this program fit into a career pathway?	Upon graduation, students will have the skills to find full time employment.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	While a solid certificate, it is similar to many computer technician certificates seen in Illinois community colleges.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	A few area high schools are teaching basic electronics. At least one district high school is teaching EET-060.		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The one year certificate doesn't offer an SOE.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	PC Pro.		
3.9 Are industry-recognized credentials offered? If so, please list.	PC Pro		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies which serve on the advisory committee.		
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 10 is the approximate average. It can range from 1:4 to 1:12.		

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Networking and Operating System professional development training to keep skills and knowledge current would be helpful for the faculty.		
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date after a two year refreshment process.		
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave, employer surveys, and optional student feedback for tenured faculty. Additionally, <del>program assessment is completed annually</del>		
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.		
3.19 How is student satisfaction information collected?	Optional end of semester class evaluations.		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of an electronics advisory committee to aid in curriculum design and changes.		
3.21 How often does the program advisory committee meet?	At least once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	Highly satisfied based upon the last advisory committee meeting and employer feedback.		
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Maintaining the PC Pro class and testing.		

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

The major issues center upon updating the computer hardware and operating systems used in labs. Also, the lessening of student financial aid as well as competition among programs and certificates in the Technology Division and Business Division for students are not helping enrollment or graduation numbers. The hardware and OS issues are quickly being resolved. The lower student enrollment, less financial aid, and lack of a state budget has not helped with student retention or completion.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Computer Technician				
CIP Code	15.1202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	10	12	10	10
Number of Completers	5	3	2	1	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has been mostly steady but completer numbers are not good.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	Some students finish the CRT.COMTC classes but graduate with an AAS or with another certificate which gets listed.				
What is the college doing to overcome any identifiable gaps?	The college is looking at this phenomena and has begun to supply division chairs, upon request, with data showing secondary certificates.				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a minority in the program.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the CRT.COMTC certificate are representative of the age and race of the district. Women still are a minority in the program.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Computer hardware and basic networking knowledge is useful for both professional and personal use. Updates to the certificate have helped to meet local employer demands.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued upgrading lab materials. Continued recruitment of students to the program. Continued faculty professional development opportunities. Work to foster more collegiality between IT faculty and COMTC faculty.

## COMPUTER TECHNICIAN

### (CRT.COMTC) CERTIFICATE

The Computer Technician program prepares the student for entry into the broad field of computer repair and maintenance in a variety of areas such as personal computers, telecommunications, industrial and computer network systems. The program also prepares the student for A+ certification testing, test out certification, and standards of excellence set by the computer industry.

Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

Gainful employment - For more information regarding related occupations, graduation rates and program costs, view the Gainful Employment information provided on website.

#### First Semester Hours

IND-046 Concepts of Electricity 3.0

TEC-048 Applied Shop Computations 3.0

EET-056 Electronic Design/Fabrication 3.0

EET-060 Computer Hardware 3.0

TEL-051 Networking Basics + 3.0

SEMESTER TOTALS 15.0

#### Second Semester

CIS-079 Client Operating System \* 3.0

EET-067 Computer Servicing Techniques \* 3.0

ENG-050 Writing for Industry 3.0

EET-066 Network Pro 4.0

--- --- Electronic Elective \*\* 2.0

SEMESTER TOTALS 15.0

#### Summer Term

EET-077 PC Pro \* 4.0

SEMESTER TOTALS 4.0

TOTAL PROGRAM HOURS 34.0

+ Course only offered fall semester

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

\*\* Electives must be approved by the Program Coordinator

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Electronic Control Technician	Cert	35.0	15.1202	NDP.PLC, AAS.EET, and AAS.EETES
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		Provide career education in cabling, networking, analog and digital electronics, and data communications.		
To what extent are these objectives being achieved?		The certificate covers its topics well.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		The diverse background associated with this certificate requires 35 credit hours.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	Reasonably strong. Controls engineering is specialty in manufacturing and graduates usually find work.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There is a +2.94% change expected in the field during the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 5 new positions for the next 5 years within LWIA 23 for an annual compound growth of 0.29%.
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	The certificate was updated to include more emphasis on programming and PLCs.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The CRT.ECT certificate sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS
2.2 How do costs compare to other programs on campus?	The CRT.ECT certificate is a lower expense program in the Technology Division.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab and course fees, and some Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the division has been looking at the certificate and may suspend it due to low enrollment.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The certificate has two senior instructors with a lot of practical experience as well as master's degrees. The program places heavy emphasis on critical thinking and labs.
3.2 What are the identified or potential weaknesses of the program?	Perkins funding does help with some purchasing. Aligning the various electronics programs and certificates to meet current needs can also be a challenge.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and some on-line classes.		
3.4 How does this program fit into a career pathway?	Upon graduation, students will have the skills to find full time employment in industry and manufacturing.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Raspberry Pi microcontrollers and increased interest in robotic controls.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	A few area high schools are teaching EET-040 and EET-050 and at least one is teaching TEC-050.		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	In the past, some students held full time jobs while enrolled in the program.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No		
3.9 Are industry-recognized credentials offered? If so, please list.	None		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies which serve on the advisory committee.		
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 7 is the approximate average. It can range from 1:3 to 1: 12.		



3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The full time faculty could update their knowledge base with additional professional development opportunities.		
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date. Some further microcontroller/microprocessor items would be useful for labs.		
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave and optional student feedback for tenured faculty. Additionally, program assessment is completed annually.		
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.		
3.19 How is student satisfaction information collected?	Employer surveys and optional end of semester class evaluations.		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes.		
3.21 How often does the program advisory committee meet?	At least once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	Based upon the last advisory committee meeting and employer feedback, highly satisfied.		
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program was an outgrowth of the AAS.EETES curriculum to offer students a certificate focused upon instrumentation and control technology sought by some local employers.		

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

The various electronics degrees and certificates are competing with each other for students in a time of decreasing enrollments. While some work has been done to update the AAS programs, some work remains in reorganizing the certificates so that there is less content duplication and better quality in core courses.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Electronic Control Technician				
CIP Code	15.1202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	0	0	1	1
Number of Completers	1	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment is low and graduation rates are worse. While the program goals are good, this certificate needs to be changed or made inactive.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative of the majority of the district in age and gender but it is one person.				
Are the students served in this program representative of the district population? Please explain.	Not really but the certificate has a current enrollment of one person.				

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	This certificate needs to be made inactive due to low enrollment.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	This certificate will likely be made inactive or eliminated.

## **ELECTRONIC CONTROL TECHNICIAN (CRT.ECT) CERTIFICATE**

The Electronic Communication Certificate will provide training in cabling and fiber optics, analog and digital electronics, computers, data communication with basic routing skills. The student will receive hands-on training on wide range of electronic equipment.

Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

Gainful employment - For more information regarding related occupations, graduation rates and program costs, view the Gainful Employment information provided on website.

### **First Semester Hours**

EET-072 Industrial Control I \* 2.0

EET-040 Basic Electronics 2.5

EET-050 Electric Circuits I \* 2.5

TEC-050 Technical Math I 2.0

TEC-052 Technical Math II \* 2.0

EET-056 Electronic Design/Fabrication 3.0

EET-086 Prog Logic Controllers I \* + 2.0

TEC--- Technical Elective 2.0

**SEMESTER TOTALS 18.0**

### **Second Semester**

EET-052 Solid State Devices \* 4.0

EET-075 HMI-Human Machine Interface \* 2.0

EET-087 Prog Logic Controllers II \* 2.0

CAD-056 CAD I 2.0

ENG-050 Writing for Industry 3.0

EET-066 Network Pro 4.0

**SEMESTER TOTALS 17.0**

**TOTAL PROGRAM HOURS 35.0**

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

+ Course only offered fall semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Troubleshooting	Cert	17.0	15.1202	AAS.EETES, AAS.EET
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This certificate is designed to provide computer applications in industrial or business environments which are subject to interfacing applications in electronics, and instrumentation applications.		
To what extent are these objectives being achieved?		It was not due to non-existent enrollment.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into this certificate.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		It is a 17 credit hour certificate.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	Slightly increasing. A 0.11% annual compound growth is expected over the next 5 years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There is an anticipated five year growth of 1.08% for graduates of this certificate.
1.3 What is the district and/or regional need?	There is an anticipated growth of 2 new positions for the next 5 years within LWIA 23.
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	The certificate is being sent to ICCB with a new name: Computer Systems, and a change of two classes to better focus on digital logic and programming.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The certificate sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS programs.
2.2 How do costs compare to other programs on campus?	The NDP.CT is a lower level expense certificate in the Technology Division.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab and course fees, and some Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed them accordingly. Also, the non-existent enrollment cause a certificate overhaul.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	The program has one full time and one part time instructor. The program places heavy emphasis on critical thinking and labs.
3.2 What are the identified or potential weaknesses of the program?	Perkins funding does help with some purchasing. Aligning the various computer and electronics programs so that they are individual enough to support themselves is also a challenge.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional, hybrid, and some on-line classes.		
3.4 How does this program fit into a career pathway?	Upon graduation, students will have the skills to find full time employment in the service sector or manufacturing.		
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Raspberry Pi microcontrollers.		
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	At least one area high school is teaching EET-060.		
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Some enrollees could work full time jobs while pursuing this certificate.		
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	PC Pro		
3.9 Are industry-recognized credentials offered? If so, please list.	PC Pro		
3.10 Is this an apprenticeship program? If so, please elaborate.	No		
3.11 If applicable, please list the licensure examination pass rate.	N/A		
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None		
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies which serve on the advisory committee.		
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	For the courses offered which occur, 1 to 7 is the average ratio. The range can be 0:0 to 1:12.		

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Full time faculty participate in Laker Visit Days and other recruitment efforts. Modern computer and programming training would be helpful for the faculty.		
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date. Some further microcontroller/microprocessor items would be useful for labs.		
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave and program assessment is completed annually when applicable.		
3.18 How satisfied are students with their preparation for employment?	N/A		
3.19 How is student satisfaction information collected?	N/A		
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes.		
3.21 How often does the program advisory committee meet?	At least once a year.		
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A		
3.23 How is employer satisfaction information collected?	N/A		
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The certificate saw a name change, a deletion of two classes, and an addition of two classes to better attract students and better meet the service and industrial requirements.		



List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Some issues with course sequencing but with no students enrolled, the concern is more focused on the need of the certificate and its future.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program					
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	1	0	0	0
Number of Completers	1	1	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment is non-existent. The certificate changes have to be successful or the certificate will be abolished.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	N/A				
Are the students served in this program representative of the district population? Please explain.	N/A				

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The certificate was substantially changed because of lack of enrollment over the past three years.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The changes will be successful and attract students or the certificate will be eliminated.

## COMPUTER TROUBLESHOOTING

### (NDP.CT) CERTIFICATE

This program is designed for students who already have a background in computer technology and wish to sharpen their computer tech skills while working to obtain the CompTIA A+, or test out certification.

Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

Gainful employment - For more information regarding related occupations, graduation rates and program costs, view the Gainful Employment information provided on website.

#### First Semester Hours

CIS-079 Client Operating System \* 3.0

EET-060 Computer Hardware 3.0

EET-067 Computer Servicing Techniques \* 3.0

EET-077 PC Pro 4.0

EET-066 Network Pro \* 4.0

SEMESTER TOTALS 17.0

TOTAL PROGRAM HOURS 17.0

\* There are prerequisites, course requisites, or minimum placement test scores for this  
c Computer Troubleshooting

CURRENT  
(NDP.CT) Certificate

This program is designed for students who already have a background in computer technology and wish to sharpen their computer skills while working to obtain the CompTIA A+, or Test Out certification.

CIS-079	Client Operating Systems	3.0
EET-067	Computer Troubleshooting	3.0
EET-060	Computer Hardware	3.0
EET-077	PC Pro	4.0
EET-066	Network Pro	4.0
	TOTAL	17.0

FALL 2017

Computer Systems  
(NDP.CT) Certificate

This program is designed to provide computer applications in industrial or business environments which are subject to interfacing applications in electronics, and instrumentation applications.

EET-076	Digital Logic	3.0
EET-081	Physical computing w/Raspberry PI	3.0
EET-060	Computer Hardware	3.0
EET-077	PC Pro	4.0
EET-066	Network Pro	4.0
	TOTAL	17.0

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Programmable Logic Controllers	Cert	6.0	47.0103	AAS.EET, AAS.EETES, AAS.MET
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This program is designed for students who already have a background in electrical or electronic skills and wish to obtain specialized skills in PLC programming.		
To what extent are these objectives being achieved?		Graduates of the program who have no or little criminal record, can pass a drug test, and possess a valid driver's license are employed.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		At least 75% of the program graduates will find employment in their field. This has been met.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		EET- 072 Industrial Controls I		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		It is a 6 hour certificate.		
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	Reasonably strong with a 1.84% growth over five years. PLC programmers Electro-mechanicals technicians are expected to grow 20% over the next five years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased and is projected for 1.84% annual compound growth for the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 51 new positions for the next 5 years
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts. MET program.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	None
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The NDP.PLC sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS programs.
2.2 How do costs compare to other programs on campus?	The NDP.PLC is a mid-level expense program in the Technology Division.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab and course fees, and some Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed them accordingly.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	A strong working knowledge and understanding how PLC programs are built and are used in industry. Instructor's background comes from years of PLC programming and design.
3.2 What are the identified or potential weaknesses of the program?	Program need more hands on building of physical PLC devices. Current program focuses on the programming aspect of PLC devices.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and online classes.
3.4 How does this program fit into a career pathway?	Many companies want graduates with PLC programming abilities.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	PLC classes do a yearly project for the public to showcase the skills they learned through the class.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Several students are employed full time while pursuing the certificate.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.9 Are industry-recognized credentials offered? If so, please list.	N/A
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies and dealerships which serve on the advisory committee.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:10 on an approximate average but can range from 1:5 or 1:15.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Occasional professional development to maintain skills and update knowledge.
3.16 What is the status of the current technology and equipment used for this program?	Mostly up to date though some new hardware requests and simulator requests may be forthcoming.
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave, employer surveys, and optional student feedback for tenured faculty.
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.
3.19 How is student satisfaction information collected?	Employer surveys, student logs during SOE (when applicable), optional end of semester class evaluations.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers form the core of the program advisory committee to aid in curriculum design and changes.
3.21 How often does the program advisory committee meet?	At least once a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Feedback is positive.
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Some discussion on updating the PLC hardware to more modern models.



List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

This remains one the most useful and popular certificates in Technology. The only barriers currently seen include some thoughts of updating some simulators and hardware.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Programmable Logic Controllers				
CIP Code	47.0103				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	3	2	1	6
Number of Completers	11	22	10	13	7
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has decrease over the past three years even though local demand for these skills remains high. Recruitment for the program continues.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a true minority in the program.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the NDP.PLC program are representative of the age and race of the district. Women still are a minority in the program.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	Several students in the AAS programs will add this certificate to their graduation. As such, the certificate remains very popular and the skills are in demand.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Keep promoting the program to certificate and AAS students.

## **PROGRAMMABLE LOGIC CONTROLLERS (NDP.PLC) CERTIFICATE**

This program is designed for students who already have a background in electrical or electronic skills and wish to obtain specialized skills in PLC programming. Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

### **First Semester Hours**

EET-086 Prog Logic Controllers I \* 2.0

EET-087 Prog Logic Controllers II \* 2.0

EET-075 HMI-Human Machine Interface \* 2.0

**SEMESTER TOTALS 6.0**

**TOTAL PROGRAM HOURS 6.0**

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		2017		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Residential Wiring	Cert	11.0	46.0302	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The Residential Wiring certificate is designed to prepare graduates for employment in residential construction occupations. The program focuses on the fundamentals of direct current and alternating current, technical mathematics, safety and residential wiring procedures according to the National Electrical Code. Graduates of this program will function as skilled technicians performing installation, troubleshooting, maintenance, and repair of electrical systems associated with residential power.		
To what extent are these objectives being achieved?		Graduates of the program who have no or little criminal record, can pass a drug test, and possess a valid driver's license are employed.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		The program to continue with minor improvements.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		Though all college students submit ACT or SAT scores or take college testing, there are no math or English minimum requirements for placement in the NDP.RSWR.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See attachment:		

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Certificate is only 11 credit hours.
<b>Indicator 1: Need</b>	<b>Response</b>
1.1 How strong is the occupational demand for the program?	Reasonably strong to strong. Industrial engineers are expected to see a 7.82% demand growth in the next 5 years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has increased and is projected for a 7.82% and 1% annual compound growth for the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 46 new positions in the next five years.
1.4 How are students recruited for this program?	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts. MET and EET programs.
1.5 Where are students recruited from?	High school graduating classes as well as incumbent or displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	This is a popular certificate. Some thought of expanding class offerings to include an electric code class along with a residential and commercial electrical calculation class.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	The certificate sees an annual budget of approximately \$227,000 though this is spread throughout 6 certificates and AAS
2.2 How do costs compare to other programs on campus?	The NDP.RSWR is a lower level expense certificate in the Technology Division.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Student tuition, lab and course fees, and some Perkins funding.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Most funding is not through grants.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed them accordingly.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Instructors are Professional Electricians and Electrical Inspectors. The students get a strong knowledge base and some real world applications.

3.2 What are the identified or potential weaknesses of the program?	Program could use some commercial or industrial wiring application and troubleshooting.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional in class and on-site applications.
3.4 How does this program fit into a career pathway?	Student will have a working understanding of residential wiring that could lead to job placement as Electrician or Electro-Mechanical Technician.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Classroom module that allows student to design and implement real working circuits in a safe and control setting.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Some classes are offered at district high schools.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Most semesters see the class working on-site to rewire a property under the leadership of a licensed electrician.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No, but the IBEW has taken graduates into its apprenticeship program.
3.11 If applicable, please list the licensure examination pass rate.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Ties are good with local companies and dealerships which serve on the advisory committee.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1 to 10 is the approximate average. It can range from 1:8 to 1:20.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Canvas training for all adjuncts. NEC training for faculty to maintain knowledge of the electric code.
3.16 What is the status of the current technology and equipment used for this program?	Up to date.
3.17 What assessment methods are used to ensure student success?	Faculty reports each semester via Weave, employer surveys, and optional student feedback for tenured faculty.
3.18 How satisfied are students with their preparation for employment?	Student placement after graduation is good and student feedback indicates most are very satisfied with their education.
3.19 How is student satisfaction information collected?	Employer surveys, student logs during SOE, optional end of semester class evaluations.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are active on the advisory board.
3.21 How often does the program advisory committee meet?	At least once a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	Employers are satisfied with the wiring skills of the students.
3.23 How is employer satisfaction information collected?	Yearly employer satisfaction surveys.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Maintain the field work lab portion of the class.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention fluctuates as some students acquire the NDP.RSRW as an addition to the MET and EET associates degrees.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Residential Wiring				
CIP Code	46.0302				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	12	11	4	4
Number of Completers	4	8	4	14	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has fluctuated over the past three years even though local demand for these skills remains high. Recruitment for the program continues.				
What disaggregated data was reviewed?	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report				
Were there gaps in the data? Please explain.	No				
What is the college doing to overcome any identifiable gaps?	N/A				
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a true minority in the program.				
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the NDP.RSRW program are representative of the age and race of the district. Women still are a minority in the program.				



Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The program is up-to-date and its graduates are in high demand. The state-wide trend in lower college enrollment can be seen here. However, several area high schools with dual credit may provide feeders for this certificate.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts for the program.

## RESIDENTIAL WIRING

### (NDP.RSWR) CERTIFICATE

The Residential Wiring certificate is designed to prepare graduates for employment in residential construction occupations. The program focuses on the fundamentals of direct current and alternating current, technical mathematics, safety and residential wiring procedures according to the National Electrical Code®. Graduates of this program will function as skilled technicians performing installation, troubleshooting, maintenance, and repair of electrical systems associated with residential power. Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

#### First Semester Hours

TEC-050 Technical Math I (Module 1) 2.0

TEC-052 Technical Math II (Module 2) \* 2.0

IND-046 Concepts of Electricity + 3.0

SEMESTER TOTALS 7.0

#### Second Semester

TEC-043 Industrial Safety 1.0

EET-069 Residential Wiring I \* +++ 3.0

SEMESTER TOTALS 4.0

TOTAL PROGRAM HOURS 11.0

\* There are prerequisites, course requisites, or minimum placement test scores for this course.

+ Course only offered fall semester

+++ Course only offered spring semester

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 17		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Computer Technology	Cert	14	52.0407	Computer Technology-Basic and Adv. Certificates
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This Program is designed to provide student with the skills necessary to gain entry level employment in the computer field. Emphasis is placed on word processing, spreadsheets, etc.		
To what extent are these objectives being achieved?		<b>Program is Inactive</b>		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Program was Inactive		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).				
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).				
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.				
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What is the district and/or regional need?	
1.4 How are students recruited for this program?	
1.5 Where are students recruited from?	
1.6 Did the review of program need result in actions or modifications? Please explain.	
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	
2.2 How do costs compare to other programs on campus?	
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	
2.5 Did the review of program cost result in any actions or modifications? Please explain.	
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	
3.2 What are the identified or potential weaknesses of the program?	

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	
3.4 How does this program fit into a career pathway?	
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	
3.7 What work-based learning opportunities are available and integrated into the curriculum?	
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	
3.9 Are industry-recognized credentials offered? If so, please list.	
3.10 Is this an apprenticeship program? If so, please elaborate.	
3.11 If applicable, please list the licensure examination pass rate.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	
3.16 What is the status of the current technology and equipment used for this program?	
3.17 What assessment methods are used to ensure student success?	
3.18 How satisfied are students with their preparation for employment?	
3.19 How is student satisfaction information collected?	
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.21 How often does the program advisory committee meet?	
3.22 How satisfied are employers in the preparation of the program's graduates?	
3.23 How is employer satisfaction information collected?	
3.24 Did the review of program quality result in any actions or modifications? Please explain.	

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Computer Technology				
CIP Code	52.0407				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Number of Completers					
Other (Please identify)					
How does the data support the program goals? Elaborate.					
What disaggregated data was reviewed?					
Were there gaps in the data? Please explain.					
What is the college doing to overcome any identifiable gaps?					
Are the students served in this program representative of the total student population? Please explain.					
Are the students served in this program representative of the district population? Please explain.					

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input checked="" type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The Department of Corrections determined this program was no longer appropriate for offender population.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	



<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 17		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Print Management	Cert	27	10.0305	Print Mgmt
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		The certificate prepares student for entry level management or supervisory positions in the printing industry.		
To what extent are these objectives being achieved?		<b>Program is inactive.</b>		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?				
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		As a program within the Department of Corrections, students must have a GED/HSE/ or High School Diploma. All students must have an 8.0 or above average TABE Score.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See Attached.		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.				
<b>Indicator 1: Need</b>		<b>Response</b>		

1.1 How strong is the occupational demand for the program?	
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	
1.3 What is the district and/or regional need?	
1.4 How are students recruited for this program?	
1.5 Where are students recruited from?	
1.6 Did the review of program need result in actions or modifications? Please explain.	
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	
2.2 How do costs compare to other programs on campus?	
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	
2.5 Did the review of program cost result in any actions or modifications? Please explain.	
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	
3.2 What are the identified or potential weaknesses of the program?	

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	
3.4 How does this program fit into a career pathway?	
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	
3.7 What work-based learning opportunities are available and integrated into the curriculum?	
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	
3.9 Are industry-recognized credentials offered? If so, please list.	
3.10 Is this an apprenticeship program? If so, please elaborate.	
3.11 If applicable, please list the licensure examination pass rate.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	
3.16 What is the status of the current technology and equipment used for this program?	
3.17 What assessment methods are used to ensure student success?	
3.18 How satisfied are students with their preparation for employment?	
3.19 How is student satisfaction information collected?	
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	
3.21 How often does the program advisory committee meet?	
3.22 How satisfied are employers in the preparation of the program's graduates?	
3.23 How is employer satisfaction information collected?	
3.24 Did the review of program quality result in any actions or modifications? Please explain.	

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

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### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program					
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Number of Completers					
Other (Please identify)					
How does the data support the program goals? Elaborate.					
What disaggregated data was reviewed?					
Were there gaps in the data? Please explain.					
What is the college doing to overcome any identifiable gaps?					
Are the students served in this program representative of the total student population? Please explain.					
Are the students served in this program representative of the district population? Please explain.					

Review Results	
<b>Action</b>	<input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input checked="" type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The Department of Corrections determined this program was no longer appropriate for offender population.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	

# Print Management

## FIRST YEAR

### First

#### Semester Hours

BMG 060 Intro to Business 3.0

BMG 062 Business Communications 3.0

BMG 066 Management 3.0

CIS 090 Adobe InDesign 3.0

CIT 089 Software Applications 3.0

**SEMESTER TOTALS 15 .0**

### Second

#### Semester Hours

PMT 050 Print Technology I 3.0

PMT 052 Print Technology II 3.0

PMT 054 Electronic Prepress 6.0

**SEMESTER TOTALS 12 .0**

**TOTAL PROGRAM HOURS 27.0**

<b>Career &amp; Technical Education</b>				
College Name:		Lake Land College		
Fiscal Year in Review:		FY 17		
<b>Program Identification Information</b>				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Warehousing & Distribution Specialist	Cert	10	52.0409	Warehousing & Distribution Specialist
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<b>Program Objectives</b> What are the overarching objectives/goals of the program?		This program is designed to provide students with entry level skills to gain employment in the field of warehousing and distribution.		
To what extent are these objectives being achieved?		Students learned the basics of working in a warehouse environment, and, workforce and technical skills to be employed.		
<b>Past Program Review Action</b> What action was reported last time the program was reviewed?		Scheduled for Further Review.		
<b>CTE Program Review Analysis</b>				
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.				
List all pre-requisites for this program (courses, placement scores, etc.).		As a program within the Department of Corrections, students must have a GED/HSE/ or High School Diploma. All students must have an 8.0 or above average TABE Score.		
Please list or attach all required courses (including titles) for completion of this program including institution required courses (e.g. student success, first year, general education requirements, etc.).		See Attached.		
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.		N/A		
<b>Indicator 1: Need</b>		<b>Response</b>		



1.1 How strong is the occupational demand for the program?	The demand in the Material Handling Industry remains high.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Shipping and receiving clerks were projected to decline by 6.25 % Instead shipping clerks has 3% projected growth until 2024, stock clerks--6.7% growth, and material moving workers--8.3% IDES
1.3 What is the district and/or regional need?	As a DOC program, the program serves the entire State of Illinois.
1.4 How are students recruited for this program?	All students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist
1.5 Where are students recruited from?	Inmates within the Department of Corrections.
1.6 Did the review of program need result in actions or modifications? Please explain.	The program curriculum is currently being reviewed with the Department of Corrections and input from Material Handling Industry, educational branch.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this program?	Annual cost of \$122,345 for two classes at Southwestern Illinois Correctional Center and the Sheridan Correctional Center
2.2 How do costs compare to other programs on campus?	Program costs are consistent with the average cost of other correctional vocational programs.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The program is funded through the Department of Corrections and ICCB credit hour grant.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Program offerings and funding are determined by the Department of Corrections.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No.
<b>Indicator 3: Quality</b>	<b>Response</b>
3.1 What are the program's strengths?	Lab area--each class constitutes a warehouse environment in which students receive hands-on training, including forklift work
3.2 What are the identified or potential weaknesses of the program?	Technology--the rapid development of technology, including robotics, makes it difficult to ensure students have knowledge of recent trends.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Open-entry Open-exit program allowing students to enter and exit classes throughout semester so enrollment is continuous and consistently 15.
3.4 How does this program fit into a career pathway?	The program is part of the Technology/Engineering cluster, providing skills in Warehousing & Distribution Center Operations
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	No
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students receive lab experience performing warehousing related tasks for the correctional facility under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The program works with Material Handling Industry and recently began discussions with the American Society of Transportation and Logistics on Forklift training options.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	15:1

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Full-time staff may attend Promat in Chicago and MHI educational event scheduled at the same time. Annual Correctional Inservice provides opportunity for instructors to receive training and exchange best practices.
3.16 What is the status of the current technology and equipment used for this program?	New technology (barcoding, virtual forklift training, and picking technology) is being reviewed.
3.17 What assessment methods are used to ensure student success?	Course outcomes and measures are currently being developed and data will be collected within Weave online system.
3.18 How satisfied are students with their preparation for employment?	Students are satisfied with their participation in the program.
3.19 How is student satisfaction information collected?	Students complete an exit interview upon finishing program.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by Department of Corrections. DOC works with Roosevelt University for job placement services after release.
3.21 How often does the program advisory committee meet?	N/A
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A
3.23 How is employer satisfaction information collected?	Lake Land College is not permitted to collection information on incarcerated students after release.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Curriculum changes and technology updates will be finalized in FY 18.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.

None.

### Data Analysis for CTE Program Review

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5 year longitudinal data available.

CTE Program	Warehousing and Distribution Specialist				
CIP Code	52.0409				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	140	66	89	173	N/a
Number of Completers	194	184	123	162	N/a
Other (Please identify)					
How does the data support the program goals? Elaborate.	The number of graduates were consistently high.				
What disaggregated data was reviewed?	Instructor vacancy, which occurred in Year 2-3.				
Were there gaps in the data? Please explain.	Program data has been updated to help track student enrollment more effectively in Year 4 forward.				
What is the college doing to overcome any identifiable gaps?	Already updated data entry to ensure accurate data.				
Are the students served in this program representative of the total student population? Please explain.	Yes, program participants reflect the demographic information of correctional students at Lake Land College.				
Are the students served in this program representative of the district population? Please explain.	Student served reflect Statewide correctional population.				

Review Results	
<b>Action</b>	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
<b>Summary Rationale</b> Please provide a brief rationale for the chosen action.	The warehousing program will continue with curriculum updates to ensure current technology and skills are introduced to ensure successful employment after release.
<b>Intended Action Steps</b> What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Summer 2018 Implementation of updated Curriculum.

# WAREHOUSING AND DISTRIBUTION SPECIALIST

## FIRST YEAR

### First

#### Semester Hours

WDP 040 Working in Warehousing Environments 1.5

WDP 041 Warehousing Workforce Skills 1.5

WDP 042 Warehousing and Distribution Process 2.5

WDP 043 Warehousing Technology Skills 2.0

WDP 044 Representative Warehousing Skills 2.5

**SEMESTER TOTALS 10 .0**

**TOTAL PROGRAM HOURS 10.0**

## ACADEMIC DISCIPLINES

<b>Academic Disciplines</b>	
College Name:	Lake Land College
Fiscal Year in Review:	2016-2017
Discipline Area:	Communications
<b>Review Summary</b>	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
<b>Program Objectives</b> What are the objectives/goals of the discipline?	Oral and written communications are paramount for success in all disciplines. One objective is for students to produce clear, concise written communication that includes both creative and rhetorical writing. As well, it is necessary to prepare students to speak fluently in academic endeavors and beyond college in an increasingly global environment.
To what extent are these objectives being achieved?	Coursework in both written and oral communication courses is designed to prepare students beyond college in careers and personal life situations. Through the use of grading rubrics and continuing course assessment, instructors are able to evaluate student success and adjust with varying student needs, including traditional and non-traditional learners.
How does this discipline contribute to other fields and the mission of the college?	Communication is key in every field of study in and outside of the college environment. The college's mission statement includes but is not limited to effective learning and lifelong educational needs of a diverse community. Through meaningful exercises involving oral and written communication, students learn to express thoughts, purpose, research, and values in ways that respectfully take into consideration a larger world and its demands.



<p><b>Prior Review Update</b> Describe any quality improvements or modifications made since the last review period.</p>	<p>In the last review it was reported the college was changing its assessment testing from Acuplacer to Compass because of its portability to other educational institutions. While the change was necessary at the time, given the State of Illinois' change from ACT to SAT in high school testing, a move back to Acuplacer, an SAT product, was determined to be in the best interest of our students.</p> <p>The online learning tool APLIA, a Cengage product, was removed from developmental courses due to the burden it created for students both financially and through access. While it was a good supplemental tool used in conjunction with other outside assignments, it was creating a roadblock for students who do not have Internet access off campus.</p> <p>Course and program assessment has become a major asset in many areas of the college, including academics, and has aided in monitoring the effectiveness of coursework in communications. While it was difficult to implement course assessment initially due to low faculty buy-in, the results have proven to be useful in evaluating student success and considering new pedagogies for instruction.</p>
<p align="center"><b>Review Analysis</b></p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p><b>Indicator 1: Need</b></p>	<p><b>Response</b></p>
<p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Strong communication across the college's divisions concerning curriculum needs continue to improve with a strong Curriculum Committee, Academic Standards Committee and various task force efforts. As well, there is an aggressive General Education Committee that aids in maintaining quality general education courses in the various program areas. Advisory Boards in various divisional programs add great industry perspectives and help drive curriculum changes when necessary. The Illinois Articulation Agreement (IAI) also reviews courses. Again, course and program assessment data is available in our planning management software WEAVEonline, so all areas of the college are able to access and review data.</p>

1.2 How are students informed or recruited for this program?	Lake Land College is constantly changing and improving ways to reach out to the community in recruitment efforts. Multiple recruitment methods are ongoing and effective, including high school visits, college ambassador work, divisional Peer-to-Peer student work, college counselors and advisors, as well as traditional advertising and social media. Students enrolled in communication courses while satisfying general education requirements find particular interest in the discipline and sometimes declare their majors based on course interest. Because of the high demand for communication skills in all life experiences, including careers, the college continues to maintain "Communication" as one of our five college values.
<b>Indicator 2: Cost Effectiveness</b>	<b>Response</b>
2.1 What are the costs associated with this discipline?	\$ 7,950.00
2.2 What steps can be taken to offer curricula more cost-effectively?	The college and each respective division and department are currently working with limited available funds given the State of Illinois' budget crisis. The communication courses have met the challenge of maintaining quality while working with cost-cutting policies. Without impacting student learning, faculty members have eliminated textbooks in favor of open educational resources (OER) in multiple courses. Lake Land is a textbook rental college, so it has been beneficial in this financial climate to utilize more academic resources through our Learning Resource Center (library).
2.3 Is there a need for additional resources?	The need for additional resources would mainly be in the form of travel for faculty to attend conferences to remain abreast of new and innovative trends in communication fields. While OER's can be accessed to provide valuable educational information, they cannot replace the importance of faculty members meeting and networking with educators in the same field at other educational institutions.

Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	All communication courses are offered in traditional classrooms and online. Some are offered in a hybrid format, and all have sections that meet in mods (generally 8-week sessions). Writing courses have been offered in an accelerated format (Intersession- 3 weeks). Contextualized courses for specified programs on campus are offered every semester.
3.2 If the college delivers the course in more than one method, does the college compare success rates of each delivery method? If so, how?	The college's Institutional Researcher collects data to compare the success rates between face-to-face and online sections and some contextualized courses versus traditional. The data in contextualized developmental writing is reviewed and used as an intervention to reduce attrition in those courses. All courses have assessment plans and data to measure success.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The college has a formalized and consistent evaluation process. Full-time faculty members are evaluated every two years. Students routinely complete an evaluation on non-tenured faculty members and tenured faculty members who initiate an evaluation. Dual credit faculty submit comprehensive portfolios every three years, unless an issue has been discovered in the evaluation process.
3.4 How does the discipline identify and support at-risk students?	<p>At-risk students include both those who have academic issues and those with personal/life issues. With smaller class sizes (25 student capacity), faculty members are able to identify risk and provide support services beyond the assistance of general advising.</p> <p>There are a number of support services available at the college. There are developmental courses for students who are not college ready in writing communications. There is a counselor earmarked for special needs and multiple other counselors available for assisting students with academic and personal issues. There is a strong TRiO program on campus as well as a service referred to as LEAP (Lake Land College Early Advantage Program). LEAP is a cooperative relationship between Student Services and faculty to report and assist at-risk students.</p>
3.5 To what extent is the discipline integrated with other instructional programs and services?	All instructional programs include some form of oral and written communications, with the exception of some certificate programs. Numerous sections are offered in conjunction with programs across campus, and some courses are contextualized for those programs requesting it.

3.6 What does the discipline or department review when developing or modifying curriculum?	Cross-divisional communications on campus are ongoing to meet the needs and shifting trends of programs. Advisory Boards of various programs make recommendations that sometimes drive curriculum needs and changes. Within the Humanities Division, research conducted by faculty to identify changes within communication fields is constant.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Assessment is key in determining retention and success rates relating directly to course and delivery content. Faculty members assess all courses in fall and spring semesters and build action plans to address unfavorable outcomes. The college also has an Institutional Researcher who provides data to the entire college for review. Faculty are encouraged to review statistical evidence and use it in both assessment and pedagogical processes.
List any barriers encountered while implementing this discipline.	
*College readiness	
*Student motivation	
*Personal student barriers	
<p align="center"><b>Data Analysis for Academic Disciplines</b></p> <p align="center">Please complete for <b>each course</b> reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.</p>	

<b>Academic Discipline Area</b>	Communications
<b>Course Title</b>	Composition I, Composition II, Introduction to Speech Communication
<b>Course Description</b>	<p><b>Composition I (C1 900)</b>- Students will study the writing process by reading essays that illustrate a variety of rhetorical strategies, analyzing writing tasks and texts, and writing, revising, and editing short essays.</p> <p><b>Composition II (C1 901R)</b>- Students will learn how to find, use, assess and document research sources, producing an extended writing project based primarily on library research.</p> <p><b>Introduction to Speech Communication (C2 900)</b>- Focuses on the fundamental principles and methods of selection, analyzing, organizing, developing and communicating information, evidence, and points of view to audiences.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2,436	2,513	2,432	1,976	1,955
	57	71	50	66	56
Credit Hours Produced	21,924	22,617	21,888	17,784	17,595
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.4%	83.7%	82%	88.7%	90%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C1 900; C1 901 R; C2 900	C1 900; C1 901 R; C2 900	C1 900; C1 901 R; C2 900	C1 900; C1 901 R; C2 900	C1 900; C1 901 R; C2 900
How does the data support the course goals? Elaborate.	The data supports the program goal of providing quality communication education to students who continue their academic endeavors.				
What disaggregated data was reviewed?	Course assessment data is collected annually in fall and spring semesters.				
Were there identifiable gaps in the data? Please explain.	In examining student success, there was an increase between years 2012 and 2013, a slight decrease in 2014, and a slight but significant increases in years 2014 and 2015. The last two years are attributed to the success of course assessment. Enrollment data in years 2015 and 2016 reflect an unstable trending of declining enrollment.				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The program will continue to rely on course assessment data to reveal shifts and trends in student success at Lake Land College. Institutional research is invaluable in providing comparative data. Information available from the Curriculum Committee, Academic Standards Committee, General Education Committee and ongoing task force initiatives will review needs. Advisory Board recommendations will be invaluable in providing information concerning career opportunities and the communication skills needed.				
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Written and oral communications are critical for the success of students navigating life and career experiences. The faculty who instruct courses in communication fields are responsible for meeting general education requirements for transfer students and course requirements for CTE programs. Communication skills are ongoing, inevitable, and ever changing. Technology continually evolves and involves communication strategies, which places demands on shifting delivery styles and effective means of connecting with the global environment.				

<b>Resources Needed</b>	<p>Critical resources are met at this time. Travel resources would enable faculty members to network with other professionals in their field and provide a conduit for innovative ideas and strategies.</p>
<b>Responsibility</b> Who is responsible for completing or implementing the modifications?	<p>Faculty members and the division chair are the primary stakeholders. Continued course assessment and program review are responsibilities of the collective Humanities Division.</p>

## CROSS-DISCIPLINARY

Not applicable for Lake Land College – FY 2017

## STUDENT AND ACADMEIC SUPPORT SERVICES



<p align="center"><b><i>Student and Academic Support Services</i></b></p> <p>The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year. A completed and comprehensive review will likely be between <b>4 – 8 pages in length.</b></p>	
<i>COLLEGE NAME:</i>	Lake Land College
<i>FISCAL YEAR IN REVIEW:</i>	2012-2017
<i>REVIEW AREA:</i>	Admissions, Records and Recruitment
<p><b>Program Summary</b> Please provide a brief summary of the function of the program.</p>	<p>The Office of Admissions and Records' mission is to provide an array of quality services to students (prospective, current and past) of all ages from matriculation to graduation. In providing these services, we will be sensitive to the needs of each student.</p>

**Prior Review Update**

Describe any quality improvements or modifications made since the last review period.

During the 2012-2013 academic year, the office worked with ISS to design an on-line application/registration process which was tested on a few special events hosted by the college. Admissions worked with ISS to improve the process and implement it for as many short-term training courses as possible in order to reduce the amount of time spent manually entering applications and registrations.

In that same year, Admissions signed on to be a Degree Verify participant with the National Student Clearinghouse, an option which allows degree verification to be available to potential employers 24/7. In addition, by joining Degree Verify, our Institutional Research Office has access to assist with tracking transfer students and their success at other institutions.

Admissions and Records continues to send electronic transcripts, through Scrip-Safe. This option offers a fast and efficient process for office staff. In addition to sending transcripts electronically, the program also allows staff to verify receipt of transcripts by the receiving institution.

Admissions and Records worked with the ISS department and faculty, in fall 2014, to test and implement a waitlist option for a select few courses. Although there have been a few registrations completed through waitlist, we have yet to see a great need for the option.

Staff worked collaboratively with the Technology and Agriculture departments to identify past students who were near completion of their degrees, and to contact those students and encourage degree completion either through reenrollment or reverse transfer credits, or those who had completed the requirements for graduation but had never filed an intent to graduate. In addition to student records, staff used different social media options to contact former students and work with them to complete their degrees or certificates.

Additionally, staff worked with the ISS department to identify students who had not

	<p>graduated within their declared programs and had earned 45 credit hours or more. These students were separated by division, and their records from spring of 2005 to the fall 2014 semester, including audits and any transcripts they had on file from other colleges, were researched. Staff checked to see if any students would qualify for graduation after the graduation requirements were changed (Constitution no longer required, up to 9 hours of 040-099 coursework can be used for elective credit). They found students who had completed but had never filed, who had filed but didn't complete until a later semester, had transfer credit that was never transferred in, or were eligible to graduate because of the graduation policy changes. With this information, they were able to graduate 199 students.</p> <p>Eastern Illinois University and Lake Land College entered into a reverse transfer agreement starting spring 2015. Through this agreement, EIU staff assist in identifying students who are close to graduating with a transfer degree from Lake Land College (AA or AS). The student complete a reverse transfer form and have their EIU transcripts sent back to Lake Land College in order to graduate with an Associate degree. Thus far, eight students have graduated thanks to reverse transfer credit from EIU. Lake Land College also entered into a reverse transfer agreement with Millikin University in 2015-2016.</p> <p>In 2014-2015, the Admissions and Records office experienced growth through the creation of three new recruitment positions. Two Lake Land College alumni joined the Admissions team as Admissions Representatives to plan and implement activities, inform potential students about Lake Land College, and to facilitate their application and enrollment. The Admissions Representatives are responsible for visiting all of the in-district high schools during the academic year and attending regional and national college fairs. During the fall and spring high school visits, the Admissions Representatives discuss academic programs, campus life, scholarships, financial aid, and guide the students through the</p>
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	<p>application/admission process. Additionally, they are an integral part of planning and implementation of Career Day, Campus Visit Days, and the Principal, Deans and Counselors meeting.</p> <p>The Director of Community Outreach position is responsible for establishing and maintaining visibility of Lake Land College throughout the district while connecting with businesses and community agencies to disseminate college information. This includes collaborating with community agencies and building relationships with local business and industry to understand their needs and future trends for our graduates, while also looking for ways to enrich and retrain their current staff.</p> <p>During this time, the college went through a process of rebranding in an effort to enhance community involvement and college recognition. As part of the rebranding, Admissions and Records worked with the Media and Public Relations department, as well as the IT department, to update the website including electronic access and student-use forms.</p> <p>In order to better serve prospective students, and increase the ease and efficiency of communicating with prospects, Lake Land College implemented customer relations management, CRM, software during 2016-2017. By doing so, the college has increased its efficiency in communicating with prospective students while gathering the necessary data to determine the effectiveness of our marketing campaigns.</p> <p>Most of the 2016-2017 academic year was spent learning how to engage and enroll more of the right students through use of the CRM. In addition, the task force developed and implemented our current systems into the CRM. As of spring 2017, the software is actively being used to intake Intent to Enrolls, set up Laker Profiles, and market to prospective students.</p>
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<p>What are the identified or potential weaknesses of the program?</p>	<p>Statewide trends continue to show a decrease in both headcount and FTE for most colleges and universities. It is unlikely that this trend will cease any time soon, particularly in light of the delayed state budget suffered the past two years. The significant decrease in state funding has negatively affected department budgets including travel and supply expenses, and staffing levels.</p> <p>Due to the budget crisis, Admissions and Records has had one full-time staff position left unfilled for more than a year. This has caused all staff to take on extra work and, at times, causes difficulty ensuring appropriate office coverage for meetings and time off requests.</p>
<p>What are the program's strengths?</p>	<p>The Admissions and Records staff are committed to providing quality service to our students; past, present and future. The implementation of the CRM will allow staff to increase and track all outreach efforts to prospective students.</p>
<p><b>Rationale</b> Detail all major findings resulting from the current review.</p>	<p>The implementation of the CRM, along with the recent addition of three recruiter positions, will allow Admissions and Records to continue its efforts toward increasing enrollment numbers and completion rates. However, the staff shortage within the Admissions office continues to put extra work and strain on staff, particularly while implementing new programs and processes, and during peak enrollment and graduation periods.</p>
<p><b>Intended Action Steps</b> Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>With use of the CRM, our recruiters will continue to expand outreach efforts to current high school students and prospective adult learners within the community. Filling the open staff position within Admissions and Records will enhance the output and quality of work currently performed by staff.</p>

## **PRIOR REVIEW SUPPLEMENTAL INFORMATION**

**Not applicable for Lake Land College – FY 2017**