LAKE LAND
C O L L E G E

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2018

Program Review Cover Page

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:	2018

Directory of Reviews Submitted

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Other Attachments As Necessary	N/A

CAREER AND TECHNICAL EDUCATION

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2018

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
Dental Hygiene	**A.A.S.**	**71.5**	**51.0602**	

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.	
Program Objectives What are the overarching objectives/goals of the program?	The general program goal is to provide specific training which leads to passing of the National & Clinical Board exams, state licensing & employment.
To what extent are these objectives being achieved?	The objectives are being achieved.
Past Program Review Action What action was reported last time the program was reviewed?	The focus for improvement included improved student experience in technological advances used in dentistry

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.).	Chemistry, Anatomy & Physiology I and Microbiology
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 last page for course listing.
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The amount of information that needs to be presented to prepare the students to pass their boards and obtain clinical licensure makes it necessary for the number of hours to exceed 60 hours.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	The occupational demand for the program is not strong in the immediate area, but the students that are willing to relocate have gained employment. The nationwide occupational outlook is projected to increase by 20%
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has not changed much in the last 5 years. The faculty believes the demand will improve in the next 5 years.
1.3 What is the district and/or regional need?	The need in the district/region are less due to the area being somewhat small with a limited number of dental offices in the area.
1.4 How are students recruited for this program?	Career days, campus representatives, alumni referrals and word of mouth.
1.5 Where are students recruited from?	Students are recruited throughout the district and state.
1.6 Did the review of program need result in actions or modifications? Please explain.	Yes, we have started the conversation with the student recruiters
INDICATOR 2: *COST EFFECTIVENESS*	*RESPONSE*
2.1 What are the costs associated with this program?	Tuition, fees & incidentals range from $13,500 to $15,500.00.
2.2 How do costs compare to other programs on campus?	The costs of the Dental Hygiene program are more than some of the other program on campus due to the purchase of the dental kit, HESI testing and Regional & National Board testing.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The program is paid for by the same means as other programs, with some funding coming from charges for the student's services. There was a onetime gift to replace equipment. There is also some grant money acquired.
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 costs are not offset by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	We continually review the cost of the program and did not make any modifications based on this review.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	Well trained dedicated faculty and new state of the art clinical equipment. Low tuition costs and free book rental.

3.2 What are the identified or potential weaknesses of the program?	The program does not have computers in the classrooms, so is not able to routinely do computerized testing in class.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	The program uses traditional delivery methods all on site.
3.4 How does this program fit into a career pathway?	The Dental Hygiene program directly leads to entry level Dental Hygiene positions.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The program is up to date and current. Due to the strong collaboration of the Program Directors in the state, programs are comparable to each other.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Yes, for the required general education courses –Public Speaking, Composition I, Introduction to Psychology & Introduction to Sociology.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The students do rotations through three Public Health Programs that are more representative of real world experiences.
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).	Yes. The program is accredited by The Commission on Dental Accreditation (CODA).
3.9 Are industry-recognized credentials offered? If so, please list.	Upon successful completion of our program, the National & Regional boards the students will become Registered Dental Hygienists.
3.10 Is this an apprenticeship program? If so, please elaborate.	No, there is notion for an apprenticeship.
3.11 If applicable, please list the licensure examination pass rate.	National Board pass rate: 98% Clinical Board pass rate: 97%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The program has an articulation agreement with Southern Illinois University for Bachelors completion.
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 has partnered with two Dental Public Health clinics in the area to offer student rotations. This gives the students added clinical experience that is beneficial to the student.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Classroom/didactic: 1:32 Lab: 1:10 Clinical: 1:5
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Continuing Education courses are offered for Full-time, Part-time and adjunct employees that keep them up to date with current technologies & teaching methodologies.
3.16 What is the status of the current technology and equipment used for this program?	All the clinical equipment was replaced in May 2017 and computers installed at each unit. Other equipment is updated as needed.
3.17 What assessment methods are used to ensure student success?	Skill evaluations and examinations.
3.18 How satisfied are students with their preparation for employment?	Based on Exit Surveys, the students feel they are well prepared for employment.
3.19 How is student satisfaction information collected?	Student satisfaction surveys and exit interviews.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory Committee makes recommendations to the faculty on curriculum issues and items needing to be added.
3.21 How often does the program advisory committee meet?	Yearly
3.22 How satisfied are employers in the preparation of the program's graduates?	Based on Employer Satisfaction Surveys, all employers have been satisfied with graduates of the program.
3.23 How is employer satisfaction information collected?	Employer Satisfaction Survey.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No modifications were necessary in this area.

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	51.0602

Lake Land College District #51701

CIP Code	51.0602				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	28	29	30	30	30
NUMBER OF COMPLETERS	21	25	26	21	25
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 National & Clinical Board exams, State Licensure and employment.
What disaggregated data was reviewed?	Graduate surveys & Employer surveys
Were there gaps in the data? Please explain.	Yes, the surveys recommended more computer experience for students/graduates. This issue is being addressed with new computers at each unit.
What is the college doing to overcome any identifiable gaps?	The college has supported the program in implementing remediation and enhancement labs to help students struggling with didactic and clinical content in an effort to increase the student success.
Are the students served in this program representative of the total student population? Please explain.	Yes, the program has a somewhat diverse student body that is representative of the campus wide student body.
Are the students served in this program representative of the district population? Please explain.	Yes, although the student population in the program is gradually becoming more diverse.

REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program faculty feels that only minor improvements are necessary based on the fact that the they continually strive to stay current and improve by reviewing current curriculum and procedures in order to meet and exceed the standards set by CODA (our accrediting body)
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue to review the program annually to identify issues that need to be addressed and implement the needed change..

Lake Land College District #51701

First Year – First Semester (Fall)	Semester Hours	Second Year –First Semester (Fall)	Semester Hours
BIO226 * Anatomy & Physiology II	4.00	PSY271 Introduction to Psychology	3.00
DHY066 Histology and Embryology	2.00	DHY084 Dietary Analysis for the DH/Seminar II	1.50
DHY067 Dental Anatomy	2.00	DHY087 Special Needs	2.00
DHY068 Dental Hygiene I	3.00	DHY088 Clinic II	4.00
DHY069 Preclinical Hygiene I	3.00	DHY089 Lab Procedures/Dental Hygienists	3.00
		DHY091 Pain Management	2.00
TOTAL	14.00	DHY096 Community Dental Health	1.50
*A&P I & II must include human cadaver		TOTAL	17.00

First Year – Second Semester (Spring)	Semester Hours	Second Year –Second Semester (Spring)	Semester Hours
		ENG120 Composition I	3.00
DHY045 Radiology	4.00	SOC280 Introduction to Sociology	3.00
DHY071 Dental Hygiene II	3.00	SPE111 Public Speaking	3.00
DHY072 Preclinical Hygiene II	2.50	DHY086 Pharmacology	2.00
DHY080 Pathology	3.00	DHY092 Dental Public Health	1.00
TOTAL	12.50	DHY093 Ethics & Jurisprudence	3.00
		DHY094 Clinic III	4.00
		DHY095 Dietary Analysis for the DH/Seminar III	1.50
		TOTAL	20.50

First Year –Third Semester (Summer)	Semester Hours	Two dental electives are offered if you wish to take them:
DHY081 Periodontology	3.00	DHY041 – Dental Terminology
DHY082 Dietary Analysis for the DH/Seminar	1.50	DHY043 – Board Review
DHY083 Clinic I	3.00	
TOTAL	7.50	

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2018

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
Fire Science Technology	Degree	65.0	43.0203	AAS.FST

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.	
Program Objectives What are the overarching objectives/goals of the program?	The objectives for this program are to prepare students to work in the fire service industry.
To what extent are these objectives being achieved?	The program has been successful in training students to enter the fire service industry. However the interest in the program has declined over the last few years.
Past Program Review Action What action was reported last time the program was reviewed?	The program was moved from an in class format to an online format to attract working firefighters.

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.).	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.).	See Attached for Required Courses

Provide a rational 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 fire science classes, and specific program classes. All of these are necessary for adequate training for employment in this area.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	There is a need for fire fighters, the growth for this industry is projected around 5%
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The local demand for firefighters is higher, the program director receives job postings and calls from departments seeking new firefights.
1.3 What is the district and/or regional need?	Local projected growth in this field is 1% by 2024.
1.4 How are students recruited for this program?	- Students are recruited through local fire and EMS departments. - The program director has spoken at the annual Principals, Deans and Counselors meeting. - The program is represented at the Lake Land College 8th Grade Career Day, Kluthe Days and High School Career Day at the College. - The College uses a variety of Medias to promote the program including the college's webpage and Facebook page.
1.5 Where are students recruited from?	The students are recruited from within the college's district,
1.6 Did the review of program need result in actions or modifications? Please explain.	The program has stopped accepting new students into the program and is in the process of completing existing students.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	Tuition, Fees and Books $ 8905
2.2 How do costs compare to other programs on campus?	The cost of our program is comparable to other fire science courses at the college and to other paramedic programs at other community colleges.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs of this program are paid for by student tuition, tax dollars, 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.	This program is not sustained by grant funding.

2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, the program is comparable to other Fire Science programs.
INDICATOR 3: QUALITY	**RESPONSE**
3.1 What are the program's strengths?	The program is completed online which allows for those students that work to still be able to complete the degree.
3.2 What are the identified or potential weaknesses of the program?	The program has a lower enrollment than the demand of the field. There are a number of area fire academies that offer the same courses that we offer in less time.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	We use an online format
3.4 How does this program fit into a career pathway?	This course prepares students for a career in fire services and it has an entry way into other programs to allow the student to further their education and credentials.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are program specific dual credit opportunities such as speech, composition-I, and chemistry.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	There are no current work based learning opportunities associated with this 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.	We offer the opportunity for students to earn certificates of completion through FEMA
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?	We have an articulation agreement with SIU-Carbondale and EIU for their bachelor's completion 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?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	1:3
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The instructors are offered continuing education a professional development through the fire departments that they work for.
3.16 What is the status of the current technology and equipment used for this program?	The program utilizes the college's online learning system.
3.17 What assessment methods are used to ensure student success?	The program uses the Canvas' reliability and validity reports.
3.18 How satisfied are students with their preparation for employment?	Unknown, the program does not complete graduate surveys at this time.
3.19 How is student satisfaction information collected?	Course evaluations are completed each semester.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are representatives on the advisory committee.
3.21 How often does the program advisory committee meet?	Annually
3.22 How satisfied are employers in the preparation of the program's graduates?	Currently there is no mechanism in place to collect this data. This program is being suspended.
3.23 How is employer satisfaction information collected?	Currently there is no mechanism in place to collect this data. This program is being suspended.

3.24 Did the review of program quality result in any actions or modifications? Please explain.	None

<table>
<tr><td colspan="6" align="center">***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.</td></tr>
<tr><td>*CTE PROGRAM*</td><td colspan="5">AAS.FST</td></tr>
<tr><td>*CIP CODE*</td><td colspan="5">43.0203</td></tr>
<tr><td></td><td>*YEAR 1*</td><td>*YEAR 2*</td><td>*YEAR 3*</td><td>*YEAR 4*</td><td>*YEAR 5*</td></tr>
<tr><td>*NUMBER OF STUDENTS ENROLLED*</td><td></td><td>32</td><td>17</td><td>14</td><td>11</td></tr>
<tr><td>*NUMBER OF COMPLETERS*</td><td></td><td>1</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>*OTHER (PLEASE IDENTIFY)*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>How does the data support the program goals? Elaborate.</td><td colspan="5">The enrollment in this program has decreased over the last few years.</td></tr>
<tr><td>What disaggregated data was reviewed?</td><td colspan="5">The college enrollment records and student evaluations.</td></tr>
<tr><td>Were there gaps in the data? Please explain.</td><td colspan="5">No</td></tr>
<tr><td>What is the college doing to overcome any identifiable gaps?</td><td colspan="5">We made the program an online class to appeal to the working student and the instructors have agreed to teach limited sections in hopes that enrollment would increase.</td></tr>
<tr><td>Are the students served in this program representative of the total student population? Please explain.</td><td colspan="5">No, this section of students is so limited that it is hard to be an accurate representation of the total student population.</td></tr>
<tr><td>Are the students served in this program representative of the district population? Please explain.</td><td colspan="5">Yes, although small the students are from within the district and the students are from a variety of fire service interest. They represent the volunteer departments and the paid services.</td></tr>
<tr><td colspan="6" align="center">***REVIEW RESULTS***</td></tr>
</table>

Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The interest in the program has declined in the recent years as a result of the credentials that fire departments are seeking has changed. The program director has received reports that the area fire departments are wanting to see paramedics test and get hired and the departments will train them in the fire academies. It is most cost effective for the departments to hire paramedics and train them in house then it is to send a fire fighter through a paramedic training course which is longer in time. The fire departments are also looking for more of a management program for current firefighters in lieu of an entry level program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program is in the process of completing existing students and has stopped accepting new students into this program due to the low enrollment. This program is looking at the potentially revamping this program to appeal more to the current work Fire Fighter.

FIRE SCIENCE TECHNOLOGY
(AAS.FST) ASSOCIATE IN APPLIED SCIENCE DEGREE

The Associate Degree in Fire Science Technology is a two-year program based on a model created by the Fire and Emergency Services Higher

Education (FESHE) network of Fire Science Programs. Lake Land College is a FESHE recognized Institution.

The National Fire Academy has advocated standardizing education for firefighters and fire officers across the nation. FESHE's mission is: "To

provide an organization of post-secondary institutions to promote higher education and to enhance the recognition of the Fire and Emergency

Services as Professions to reduce loss of life and property from fire and other hazards."

This program will prepare the student for employment in the fire service field. The program trains the student to consider factors such as,

building construction, strategy and tactics, fire prevention, and fire investigation. All of Lake Land College's Fire Science courses are online or

hybrid format to accommodate working students who may not have the flexibility to attend day or evening classes.

Lake Land College has articulation agreements with Southern Illinois University/Carbondale, and Western Illinois University for fire services

bachelor degree programs. All Lake Land College courses are transferrable with full credit to SIU-C and WIU.

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

FIRST YEAR

First Semester

FST-040 Fire Behavior and Combustion 3.0
FST-041 Principles/Emergency Services 3.0
FST-042 Occupational Safety/Health 3.0
ENG-120 Composition I 3.0
MAT-116 General Education Math 3.0
SEMESTER TOTALS
15.0

Second Semester

FST-043 Building Construction 3.0
FST-044 Fire Prevention 3.0
FST-045 Fire Investigation I 3.0
ENG-121 Composition II 3.0
SPE-111 Intro to Speech Communication 3.0
SEMESTER TOTALS
15.0

SECOND YEAR
First Semester
FST-070 Fire Protection Systems 3.0
FST-046 Fire Service Safety & Survival 3.0
CHM-111 Concepts of Chemistry 4.0
SOC-280 Introduction to Sociology 3.0
Art Elective 3.0
SEMESTER TOTALS
16.0

Second Semester
Fire Science Elective 3.0
FST-072 Legal Aspects of Fire Service 3.0
FST-073 Fire Administration I 3.0
FST-074 Fire Investigation II 3.0
BIO-100 Bio Science I 4.0
PSY-271 Intr/Psychology 3.0
SEMESTER TOTALS 19.0

SUGGESTED ELECTIVES
FST-071 FST Hydraulics/Water Supply 3.0
EMS-050 Emergency Medical Tech-Basic 6.0
FST-081Fire Strategy and Tactics 3.0
FST-075 Fire Administration II 3.0
FST-082 Fire Service Instructor I 3.0
ART-110 2-D Design 3.0
ART-111 3-D Design 3.0
ART-240 Art and Gender 3.0
ART-250 Understanding Art 3.0
ENG-224 Creative Writing - Poetry 3.0
MUS-229 Understanding Music 3.0
TOTAL PROGRAM HOURS
65.00

Career & Technical Education

COLLEGE NAME:	Lake Land College			
FISCAL YEAR IN REVIEW:	2018			

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*
Paramedical Services	Degree	67.5	51.0904	AAS.PS

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.

Program Objectives What are the overarching objectives/goals of the program?	The objectives for this program are to prepare students to take their state or national boards and To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains," with or without exit points at the Emergency Medical Technician-Intermediate, and/or Emergency Medical Technician-Basic, and/or First Responder levels
To what extent are these objectives being achieved?	The program has been successful in training students to pass their boards the 2016-2017 class had a 70% pass rate. The 2015-2016 class had a 71.4% pass rate. The 2014-2015 pass rate had a 57.4% pass rate.
Past Program Review Action What action was reported last time the program was reviewed?	The program achieved accreditation since the last review and the program is making minor changes based on the recommendations from the accrediting board.

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.).	Bio-100, Bio-225 or Bio-050

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 for Required Courses
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program is in line with guidelines set up by the National Registry of Emergency Medical Technicians and the Illinois Department of Public Health.

INDICATOR 1: NEED	RESPONSE
1.1 How strong is the occupational demand for the program?	The demand for this program is very strong. The need for paramedics is projected to grow by 15%
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Paramedics are in high demand, the program director receives phone calls from local agencies looking to post jobs for students and inquiring class sizes and pass rates.
1.3 What is the district and/or regional need?	Local projected growth in this field is 8.5% by 2024.
1.4 How are students recruited for this program?	• Students are recruited through local fire and EMS departments. • The program director has spoken at the annual Principals, Deans and Counselors meeting. • The program is represented at the Lake Land College 8th Grade Career Day, Kluthe Days and High School Career Day at the College. • The College uses a variety of medias to promote the program including the college's webpage and Facebook page.
1.5 Where are students recruited from?	The students are recruited from within the college's district, however we do have a number of students that contact us and attend classes from other districts that do not have Paramedic programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	The college is going to feature the program in the high demand low enrolment programs and run some articles and advertisement to hopefully increase enrollment in the program.

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Tuition, Fees and Books $6,711.25 Clinical requirements $ 337.00
2.2 How do costs compare to other programs on campus?	The cost of our program is comparable to other allied health courses at the college and to other paramedic programs at other community colleges.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs of this program are paid for by student tuition, tax dollars, 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.	This program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, the cost of this program is comparable to other programs.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	The program has experienced instructors that are licensed to teach and work in-depth with the students. The students have the opportunity to work in the field in real-world situations. Students learn on high fidelity mannequins and in the training ambulance prior to clinical experiences. The program has 100% job placement following board passing. The program is accredited.
3.2 What are the identified or potential weaknesses of the program?	The program has a lower enrollment than the demand of the field. Because of the low numbers our attrition rates are higher. The attrition rate from the 2016-2017 cohort was 67.5%.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	We use a traditional method, with an extensive hands on approach.
3.4 How does this program fit into a career pathway?	We have multiple entrance and exit points in our program. The student can start with us at the EMT-Class and then work or a period of time and reenter the program at the paramedic level classes.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We started using an online clinical tracking program for our students to better track their clinical hours.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are not program specific dual credit opportunities, however there are opportunities with general education classes such as Bio-100 that are general education requirements for the program.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The students are required and have the opportunities to completed 520 clinical hours in a variety of areas such as ambulance services and hospitals.

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).	Yes, we are accredited by Commission on Accreditation Of Allied Health Education Programs and are overseen by Committee on Accreditation for the Education of the Emergency Medical Services Professions. The program received its initial accreditation in January of 2018. Accreditation is required for the students to be able to take their National boards.
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Emergency Medical Technician-Basic and Emergency Medical Technician-Paramedic
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	The 2016-2017 class had a 70% pass rate. The 2015-2016 class had a 71.4% pass rate. The 2014-2015 pass rate had a 57.4% pass rate. However, not all students that complete the classes take the boards.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	We have an articulation agreement with SIU-Carbondale and EIU for their bachelor's completion programs. We also have a cooperative agreement with Sarah Bush Lincoln Health Systems. We have agreements with local agencies and hospitals for students to complete their clinical experiences.
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.	1:14
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The faculty are offered monthly educational in services through our resource hospital. There is an annual trauma symposium to help them stay up to date on emergency trauma medicine. The instructors are also required to maintain their PALS, ACLS, ITLS and BLS certifications as well as their EMT-Paramedic license. The staff is also required to Maintain their Instructor certification and offered the opportunities to further their instructor certification.
3.16 What is the status of the current technology and equipment used for this program?	The program utilizes an online clinical tracker for their clinical hours. The program also uses the schools online system for testing. The students use high fidelity mannequins and iPads for skills training.
3.17 What assessment methods are used to ensure student success?	The program uses the Canvas' reliability and validity reports as well as the student's clinical tracker. The program also uses course and program assessments.

3.18 How satisfied are students with their preparation for employment?	The program is required to send out student employment surveys following each graduating cohort and the most recent cohort reported feeling well prepared for the job.
3.19 How is student satisfaction information collected?	The program sends out a program evaluation after graduation and completes a student resource survey just before graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	We have employer representation on our advisory committee. The employers are actively involved in the development of curriculum and the employers are where the students complete their work-based learning.
3.21 How often does the program advisory committee meet?	Twice a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	The employers have been extremely satisfied with the program's graduates.
3.23 How is employer satisfaction information collected?	Through an annual employer survey
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program will continue to assess student and employer satisfaction and make changes as needed with the endorsement of the advisory committee.

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.PS				
CIP CODE	51.0904				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED		63	69	60	57
NUMBER OF COMPLETERS		3	3	9	10
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	Prior to 2016 the data was not tracked completely within the program. The number of students includes students at different points in the programs. The program only graduates students in May and not all of the students that				

	complete the paramedic program complete the degree. A majority of the programs students simply take the paramedic courses to sit for the state boards and not the Associates Degree as the degree is not required to work as a paramedic.
What disaggregated data was reviewed?	The college's institutional research data.
Were there gaps in the data? Please explain.	Prior to 2016 the data was not tracked completely within the program by the program director and there is not information for 2013.
What is the college doing to overcome any identifiable gaps?	The college created the CRT. PS program to help show the completers of the Paramedical Service program. The program director is working with admissions to better report program completers even if the students do not wish to complete the AAS.PS.
Are the students served in this program representative of the total student population? Please explain.	Not at this time, the enrollment in this program is low and therefore the number of students does not accurately represent the overall population of the college.
Are the students served in this program representative of the district population? Please explain.	Not at this time, the enrollment in this program is low and therefore the number of students does not accurately represent the overall population of the college.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Program will continue to operate as is with minor changes that are recommendations by the programs accreditation board. The program needs to increase enrollment and to find a way to better report program completers.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Program director will work with admissions to find a way to better report program completers and will work with the marketing team to find ways to increase enrollment. The program needs to find ways to show the value of completing the AAS.PS to the students and not just taking the required courses to take the state or national boards. The program will continue to make minor changes that are recommended by the accrediting board.

LAKE LAND
C O L L E G E

Paramedical Services– Associate Degree

AAS.PS The associate degree in Paramedical Services is a two-year intensive program that includes classroom, skills laboratory, hospital, and field clinical experiences. Students are prepared for career opportunities in the field of emergency medical services to include urban and rural ambulance services and/or fire departments, industrial settings and clinical settings. This program in conducted in cooperation with Sarah Bush Lincoln Health Center and is approved by the Illinois Department of Public Health and the Division of EMS and Highway Safety. Upon successful completion of the program, the student will be eligible to take the Illinois Department of Public Health EMT-Paramedic licensing examination or the National Registry of EMT's examination. Consult the Emergency Services Programs Coordinator for specific requirements of this program.

First Year: 1st Semester Fall		Semester Hours
EMS050	Emergency Medical Tech-Basic	7.5
BIO225	Human Ana/Phys I	4.0
PSY279	Human Dev/Life Span	3.0
AHE055	Math for Meds	2.0
	Semester **Total**	**16.5**

First Year: 2nd Semester Spring		Semester Hours
EMS063	Paramedic I	6.0
EMS067	Paramedic Skills I	2.0
BIO226	Human Ana/Phys II	4.0
HED290	Disease Processes	2.0
ENG120	Composition I	3.0
	Semester Total	**17.0**

First Year: 3nd Semester Summer		Semester Hours
EMS073	Paramedic II	6.0
EMS075	Paramedic Internship I	1.0
EMS077	Paramedic Skills II	2.0
	Semester Total	**9.0**

Second Year: 1st Semester Fall		Semester Hours
EMS062	EMS Pharmacology	2.0
EMS083	Paramedic III	6.0
EMS085	Paramedic Internship II	1.0
EMS087	Paramedic Skills III	3.0
PSY271	Intr/Psychology	3.0
	Semester Total	**15.0**

Second Year: 2nd Semester Spring		Semester Hours
EMS093	Paramedic IV	4.0
EMS095	Paramedic Internship III	4.0
EMS097	Paramedic Skills IV	2.0
	Semester Total	**10.0**
	TOTAL PROGRAM HOURS	67.5

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2018

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*
Paramedical Services	Certificate	46.5	51.0904	CRT.PS

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.	
Program Objectives What are the overarching objectives/goals of the program?	The objectives for this program are to prepare students to take their state or national boards and To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains," with or without exit points at the Emergency Medical Technician-Intermediate, and/or Emergency Medical Technician-Basic, and/or First Responder levels
To what extent are these objectives being achieved?	The program has been successful in training students to pass their boards the 2016-2017 class had a 70% pass rate. The 2015-2016 class had a 71.4% pass rate. The 2014-2015 pass rate had a 57.4% pass rate.
Past Program Review Action What action was reported last time the program was reviewed?	This is a new program and there is no date to report

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 tests, Bio-100, Bio-225 or Bio-050, EMT-Basic License.

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 for Required Courses
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program is in line with guidelines set up by the National Registry of Emergency Medical Technicians and the Illinois Department of Public Health.

INDICATOR 1: NEED	*RESPONSE*
1.1 How strong is the occupational demand for the program?	The demand for this program is very strong. The need for paramedics is projected to grow by 15%
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Paramedics are in high demand, the program director receives phone calls from local agencies looking to post jobs for students and inquiring class sizes and pass rates.
1.3 What is the district and/or regional need?	Local projected growth in this field is 8.5% by 2024.
1.4 How are students recruited for this program?	• Students are recruited through local fire and EMS departments. • The program director has spoken at the annual Principals, Deans and Counselors meeting. • The program is represented at the Lake Land College 8th Grade Career Day, Kluthe Days and High School Career Day at the College. • The College uses a variety of medias to promote the program including the college's webpage and Facebook page.
1.5 Where are students recruited from?	The students are recruited from within the college's district, however we do have a number of students that contact us and attend classes from other districts that do not have Paramedic programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	This is new program that started in summer 2017 so there is no data to report at this time.

INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*
2.1 What are the costs associated with this program?	Tuition, Fees and Books $6,711.25 Clinical requirements $ 337.00
2.2 How do costs compare to other programs on campus?	The cost of our program is comparable to other allied health courses at the college and to other paramedic programs at other community colleges.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs of this program are paid for by student tuition, tax dollars, 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.	This program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, because the program is comparable to other allied health programs.
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The program has experienced instructors that are licensed to teach and work in-depth with the students. The students have the opportunity to work in the field in real-world situations. Students learn on high fidelity mannequins and in the training ambulance prior to clinical experiences. The program has 100% job placement following board passing. The program is accredited.
3.2 What are the identified or potential weaknesses of the program?	The program has a lower enrollment than the demand of the field. Because of the low numbers our attrition rates are higher. The attrition rate from the 2016-2017 cohort was 67.5%.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	We use a traditional method, with an extensive hands on approach.
3.4 How does this program fit into a career pathway?	We have multiple entrance and exit points in our program. The student can start with us at the EMT-Class and then work or a period of time and reenter the program at the paramedic level classes.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We started using an online clinical tracking program for our students to better track their clinical hours.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are not program specific dual credit opportunities, however there are opportunities with general education classes such as Bio-100 that are general education requirements for the program.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The students are required and have the opportunities to completed 520 clinical hours in a variety of areas such as ambulance services and hospitals.

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).	Yes, we are accredited by Commission on Accreditation Of Allied Health Education Programs and are overseen by Committee on Accreditation for the Education of the Emergency Medical Services Professions. The program received its initial accreditation in January of 2018. Accreditation is required for the students to be able to take their National boards.
3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Emergency Medical Technician-Basic and Emergency Medical Technician-Paramedic
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	The 2016-2017 class had a 70% pass rate. The 2015-2016 class had a 71.4% pass rate. The 2014-2015 pass rate had a 57.4% pass rate. However, not all students that complete the classes take the boards.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	We have an articulation agreement with SIU-Carbondale and EIU for their bachelor's completion programs. We also have a cooperative agreement with Sarah Bush Lincoln Health Systems. We have agreements with local agencies and hospitals for students to complete their clinical experiences.
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.	1:14
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The faculty are offered monthly educational in services through our resource hospital. There is an annual trauma symposium to help them stay up to date on emergency trauma medicine. The instructors are also required to maintain their PALS, ACLS, ITLS and BLS certifications as well as their EMT-Paramedic license. The staff is also required to Maintain their Instructor certification and offered the opportunities to further their instructor certification.
3.16 What is the status of the current technology and equipment used for this program?	The program utilizes an online clinical tracker for their clinical hours. The program also uses the schools online system for testing. The students use high fidelity mannequins and iPads for skills training.
3.17 What assessment methods are used to ensure student success?	The program uses the Canvas' reliability and validity reports as well as the student's clinical tracker. The program also uses course and program assessments.

3.18 How satisfied are students with their preparation for employment?	The program is required to send out student employment surveys following each graduating cohort and the most recent cohort reported feeling well prepared for the job.
3.19 How is student satisfaction information collected?	The program sends out a program evaluation after graduation and completes a student resource survey just before graduation.
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	We have employer representation on our advisory committee. The employers are actively involved in the development of curriculum and the employers are where the students complete their work-based learning.
3.21 How often does the program advisory committee meet?	Twice a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	The employers have been extremely satisfied with the program's graduates.
3.23 How is employer satisfaction information collected?	Through an annual employer survey
3.24 Did the review of program quality result in any actions or modifications? Please explain.	This is a new program and there is not enough data to accurately determine if the program needs to be modified.

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.PS				
CIP CODE	51.0904				
	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.	This is a new program does not have any data to report				

What disaggregated data was reviewed?	This is a new program and does not have any data to report
Were there gaps in the data? Please explain.	This is a new program and does not have any data to report
What is the college doing to overcome any identifiable gaps?	This is a new program and does not have any data to report
Are the students served in this program representative of the total student population? Please explain.	This is a new program and does not have any data to report
Are the students served in this program representative of the district population? Please explain.	This is a new program and does not have any data to report
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program is new and there is not any data to report to make any changes to the program
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue as is with no changes.

LAKE LAND
C O L L E G E

Paramedical Services– Certificate

CRT.PS The associate degree in Paramedical Services is a two-year intensive program that includes classroom, skills laboratory, hospital, and field clinical experiences. Students are prepared for career opportunities in the field of emergency medical services to include urban and rural ambulance services and/or fire departments, industrial settings and clinical settings. This program in conducted in cooperation with Sarah Bush Lincoln Health Center and is approved by the Illinois Department of Public Health and the Division of EMS and Highway Safety. Upon successful completion of the program, the student will be eligible to take the Illinois Department of Public Health EMT-Paramedic licensing examination or the National Registry of EMT's examination. Consult the Emergency Services Programs Coordinator for specific requirements of this program.

First Year: 1st Semester Fall		Semester Hours
EMS050	Emergency Medical Tech-Basic	7.5
	Semester Total	**7.5**

First Year: 2nd Semester Spring		Semester Hours
EMS063	Paramedic I	6.0
EMS067	Paramedic Skills I	2.0
	Semester Total	**8.0**

First Year: 3nd Semester Summer		Semester Hours
EMS073	Paramedic II	6.0
EMS075	Paramedic Internship I	1.0
EMS077	Paramedic Skills II	2.0
	Semester Total	**9.0**

Second Year: 1st Semester Fall		Semester Hours
EMS062	EMS Pharmacology	2.0
EMS083	Paramedic III	6.0
EMS085	Paramedic Internship II	1.0
EMS087	Paramedic Skills III	3.0
	Semester Total	**12.0**

Second Year: 2nd Semester Spring		Semester Hours
EMS093	Paramedic IV	4.0
EMS095	Paramedic Internship III	4.0
EMS097	Paramedic Skills IV	2.0
	Semester Total	**10.0**
	TOTAL PROGRAM HOURS	**46.5**

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2018

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*
NDP.EMS	Certificate	46.5	51.0904	NDP.EMS

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.

Program Objectives What are the overarching objectives/goals of the program?	The objectives for this program are to prepare students to take their EMT_B state or national boards
To what extent are these objectives being achieved?	The program has been successful in training students to pass their boards the 2016-2017 class had a 100% pass rate. The 2015-2016 class had a 100% pass rate. The 2014-2015 pass rate had a 100% pass rate.
Past Program Review Action What action was reported last time the program was reviewed?	None

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 testing.
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 for Required Courses

Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The program is in line with guidelines set up by the National Registry of Emergency Medical Technicians and the Illinois Department of Public Health.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The demand for this program is very strong. The need for paramedics is projected to grow by 15%
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	EMTs are in high demand, the program director receives phone calls from local agencies looking to post jobs for students and inquiring class sizes and pass rates.
1.3 What is the district and/or regional need?	Local projected growth in this field is 8.5% by 2024.
1.4 How are students recruited for this program?	• Students are recruited through local fire and EMS departments. • The program director has spoken at the annual Principals, Deans and Counselors meeting. • The program is represented at the Lake Land College 8th Grade Career Day, Kluthe Days and High School Career Day at the College. • The College uses a variety of medias to promote the program including the college's webpage and Facebook page.
1.5 Where are students recruited from?	The students are recruited from within the college's district, however we do have a number of students that contact us and attend classes from other districts that do not have Paramedic programs.
1.6 Did the review of program need result in actions or modifications? Please explain.	No, This program has been consistent in enrollment although low at times.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this program?	Tuition, Fees and Books $ 1,202.30 Clinical requirements $ 250.00
2.2 How do costs compare to other programs on campus?	The cost of our program is comparable to other allied health courses at the college and to other paramedic programs at other community colleges.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The costs of this program are paid for by student tuition, tax dollars, 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.	This program is not sustained by grant funding.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No, The program is comparable to other allied health programs.

INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	The program has experienced instructors that are licensed to teach and work in-depth with the students. The students have the opportunity to work in the field in real-world situations. Students learn on high fidelity mannequins and in the training ambulance prior to clinical experiences. The program has 100% job placement following board passing. The program is accredited.
3.2 What are the identified or potential weaknesses of the program?	The program has a lower enrollment than the demand of the field. The program has a number of students that take the course and never take the state or national boards. The program also has a number of students that simply take the course for contact hours for medical or PA schools and have no intention in taking the state or national boards.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	We use a traditional method, with an extensive hands on approach.
3.4 How does this program fit into a career pathway?	This is an entry and exit point for the Paramedical Services Program.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	There are not program specific dual credit opportunities.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	The students are required and have the opportunities to completed 40 clinical hours in a variety of areas such as ambulance services and hospitals.
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).	Not for this program.

3.9 Are industry-recognized credentials offered? If so, please list.	Yes, Emergency Medical Technician-Basic
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	The 2016-2017 class had a 100% pass rate. The 2015-2016 class had a 100% pass rate. The 2014-2015 pass rate had a 100% pass rate. However, not all students that complete the classes take the boards.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	We also have a cooperative agreement with Sarah Bush Lincoln Health Systems. We have agreements with local agencies and hospitals for students to complete their clinical experiences.
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.	1:14
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	The faculty are offered monthly educational in services through our resource hospital. There is an annual trauma symposium to help them stay up to date on emergency trauma medicine. The instructors are also required to maintain their PALS, ACLS, ITLS and BLS certifications as well as their EMT-Paramedic license. The staff is also required to Maintain their Instructor certification and offered the opportunities to further their instructor certification.
3.16 What is the status of the current technology and equipment used for this program?	The program also uses the schools online system for testing. The students use high fidelity mannequins and iPads for skills training.
3.17 What assessment methods are used to ensure student success?	The program uses the Canvas' reliability and validity reports as well as the student's clinical tracker.
3.18 How satisfied are students with their preparation for employment?	The program is required to send out student employment surveys following each graduating cohort and the most recent cohort reported feeling well prepared for the job.
3.19 How is student satisfaction information collected?	The program sends out a program evaluation after graduation and completes a student resource survey just before graduation.

3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	We have employer representation on our advisory committee. The employers are actively involved in the development of curriculum and the employers are where the students complete their work-based learning.
3.21 How often does the program advisory committee meet?	Twice a year.
3.22 How satisfied are employers in the preparation of the program's graduates?	This program does not track employer satisfaction
3.23 How is employer satisfaction information collected?	This program does not track employer satisfaction.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The program and the advisory committee need to look at a way to track students and employer information to obtain employer satisfaction.

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	NDP.EMS				
CIP CODE	51.0904				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED		27	17	22	22
NUMBER OF COMPLETERS		5	10	16	13
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	The overall goal of this program is to prepare students to take their state or national boards and to provide them an entry way into the AAS.PS or CRT.PS programs.
What disaggregated data was reviewed?	The college does not run these students through the graduation process but the program tracks the student's completion of the NDP.EMS course.
Were there gaps in the data? Please explain.	Unknown because the program did not track this program prior to December 2016

What is the college doing to overcome any identifiable gaps?	The college is looking at the need to run students through the graduation process after completion.
Are the students served in this program representative of the total student population? Please explain.	Yes, the students that are in this program some a variety of backgrounds and demographic areas. This program also gets students from another local University looking for contact hours for medical schools and PA schools.
Are the students served in this program representative of the district population? Please explain.	Yes, the students in the program are from within the district and they either live in the district or attend college at the University within the district.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program needs to continue with the added implementation of a way to track the students after completing the course, whether they take their boards and if and where they get employed.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program director will meet with the instructors and the advisory committee to come up with a way to better track the students after the course whether the student moves on to another entry point in the program. The college is looking at the need to better track the students in this program.

EMERGENCY MEDICAL SERVICES

(NDP.EMS) CERTIFICATE

The certificate in Emergency Medical Services includes classroom, skills laboratory, hospital, and field clinical experiences.

The student is awarded a certificate upon successful completion of the program and will be eligible to take the Illinois Department of Public

Health EMT- Basic licensing examination or the National Registry of EMTs examination. Completion of the certificate in Emergency Medical Services does not guarantee licensure. There are some specific conditions for which the

Department of Public Health may refuse licensure. Please consult with the Emergency Services Director to avoid license application hindrances.

This program is conducted in cooperation with Sarah Bush Lincoln Health Center and is approved by the Illinois Department of Public Health

and Highway Safety. Students must complete a file with the Lake Land College Emergency Services office with the following items: current

AHA BLS CPR for Healthcare Provider certification card, current driver's license or Illinois state picture ID, immunizations as required by The

Illinois Department of Public Health for Healthcare Providers, high school diploma or GED equivalent, physical exam, background check, and

drug test.

Program graduates are prepared for career opportunities in the field of emergency medical services, including urban and rural ambulance

services and/or fire departments; industrial settings, clinical settings.

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

FIRST YEAR
    First Semester
EMS-050 Emergency Medical Tech-Basic 7.5

SEMESTER TOTALS 7.5

TOTAL PROGRAM HOURS7.50

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	FY 2018

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*
Office Assistant-Executive	Degree	67	52.0402	Office Receptionist, Office Support 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.	
Program Objectives What are the overarching objectives/goals of the program?	The overarching objective is to train students to work in a variety of 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.
Past Program Review Action What action was reported last time the program was reviewed?	Program review from previous years has been consistent with the current evaluation. The program remains strong and has consistently prepared students for the workforce.

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.).	The only prerequisites for the program are those required by general educational 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 degree program consists of general education classes, core business classes, and specific program classes. All of these are necessary for adequate training in this area.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The demand within the Lake Land College district (detailed in 1.3 below) is stronger than the state demand, and in line with the national demand. With current enrollment in the program declining, area employers call the college requesting graduates at a rate that surpasses the number of students graduating from the program.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2013-2023, the national demand for executive secretaries is expected to slightly increase by 1%. Within the State of Illinois, the demand for executive secretarial positions is projected to decrease by -4.9%.
1.3 What is the district and/or regional need?	The demand for executive secretaries within the Lake Land College district, mirrors the national average, and is predicted to remain stable between 2013-2023, with a slight 0.8% decline.
1.4 How are students recruited for this program?	- The business division hosts a contest each spring to bring high school students to campus. This program specifically recruits during this event. - Instructors from this program are guest speakers at local high schools and service organizations to promote the program - 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. - 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. - The college has Laker Visit Days throughout the year and the department actively recruits for this program throughout the event
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 Computer Contest often 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 feedback from our advisory council members and local employees. The review of the program results in similar, minor adjustments.

INDICATOR 2: COST EFFECTIVENESS	RESPONSE
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 1/6 of the overall Business Division operating Budget, or $3,736, which is allocated for supplies, printing, and copying, for Office Professionals programs. Perkins funding is used to provide for professional development activities and travel for Office Professional faculty, as well as, purchases for occasional equipment needs, and Microsoft Office certification exams.
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.	No
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	Students take a course in a simulated office lab where they learn how to use many types of office equipment and software. Students complete an internship where they apply skills learned in classes to real life situations.
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 offering each semester and student choices throughout the program. This program does require students to attend face-to-face classes on campus.
3.4 How does this program fit into a career pathway?	Students can earn certificates in Office professionals first and then continue to get an associate's degree.

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 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. 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.	Yes, this program has dual credit opportunities in general education classes. A few high schools will offer dual credit classes, but it fluctuates each year. This year the following schools are offering classes.
	  BUS-142 - Effingham, Charleston, & Mattoon
	  BUS-095 - Kansas
	  BUS-141 - Charleston & Mattoon
	  BUS-079 - Dieterich
	  CIS-093 - Ramsey
	  CIS-094 - Windsor, ALAH, & Ramsey
	  CIS-099 - Shelbyville
	  CIS-160 - Shelbyville, Paris, Dieterich, & Kansas
	  SFS-101 - Brownstown, Altamont, & Dieterich
	  SPE-111 - Neoga, Pana, Cumberland, & Cowden-Herrick

3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires 320 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?	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 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 number of students enrolled in the AAS.AAEXE program for FY 2014-2017 ranged from a low enrollment of 11 to a high enrollment of 27, with an average enrollment of 21 students. The number of faculty teaching courses unique to the AAS.AAEXE program during FY 2014-2017 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 5.5-13.5 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?	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: • CCSSE surveys; • Noel-Levitz surveys; • Occupational follow-up surveys administered to all graduating students; • Program assessment questions—many of which are gleaned from capstone courses; • Informal assessment derived from communicating with students during mandatory advisement periods.
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. Another indicator is that employees continue to contact us requesting interns or employees.
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 level of quality is sufficient and the program should be continued as implemented.

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-Executive AAS.AAEXE				
CIP CODE	52.0402				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	21	27	26	20	11
NUMBER OF COMPLETERS	4	4	8	4	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. 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	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the office field. Room for improvement always exists. We will continue to speak with employers during internship visits.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Continue to expand marketing and recruiting efforts to attract students annually. 2. Evaluate assessment data to incorporate curriculum changes annually. 3. Interview students each semester to stay up-to-date with the industry's technology and trends. 4. Visit interns each semester to get feedback from the sponsoring employer.

LAKE LAND COLLEGE

Office Assistant—Executive

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

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

First Year 1st Semester
			Semester Hours
_____	BUS-114	Advanced Formatting*	3
_____	BUS-123	Notetaking+	4
_____	BUS-142	Introduction to Business	3
_____	CIS-160	Practical Software Applications*	3
_____	ENG-095	Business English	3
_____	SFS-101	Strategies for Success or	2
	HED- ---	Health Elective or	
	PED- ---	P.E. Elective	
		Total	18

First Year 2nd Semester
_____	BUS-115	Processing Information* ++	3
_____	BUS-094	Business Mathematics	3
_____	CIS-099	Intro to Web Technology*	3
_____	BUS-095	Fundamentals of Accounting or	3
	BUS-151	Financial Accounting*	
_____	CIS-101	Internet Systems and Applications or	2
	CIS-071	Introduction to Networking	
_____	-- ---	Social Science Elective[1]	3
		Total	17

Second Year 1st Semester
_____	CIS-056	Advanced Software Applications*+	3
_____	CIS-058	Specialized Software Applications	3
_____	BUS-141	Business Communications	3
_____	SPE-111	Introduction to Speech Communication	3
_____	CIS-094	Excel or	2
	CIS-093	Access	
_____	BUS-065	Legal Terminology (Mod)	1
_____	BUS-061	Office Transcription*	2
		Total	17

Second Year 2nd Semester
_____	PSY-271	Introduction to Psychology	3
_____	BUS-060	Automated Office Procedures +++	3
_____	BUS-079	Professional Development +++	3
_____	BUS-081	Office Assistant Internship*	5
_____	BUS-080	Office Professionals Seminar	1
		Total	15

Total Program Hours		**67**

*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

Career & Technical Education				
COLLEGE NAME:		Lake Land College		
FISCAL YEAR IN REVIEW:		FY 2018		
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*
Office Manager	Degree	67	520204	Office Receptionist, Office Support 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.				
Program Objectives What are the overarching objectives/goals of the program?		The overarching objective is to train students to work in an office with managerial duties.		
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 their field.		
Past Program Review Action What action was reported last time the program was reviewed?		Program review from previous years has been consistent with the current evaluation. The program remains strong and has consistently prepared students for the workforce.		
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.).		The only prerequisites for the program are those required by general educational 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 degree program consists of general education classes, core business classes, and specific program classes. All of these are necessary for adequate training in this area.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The demand within the Lake Land College district (detailed in 1.3 below) is stronger than the state demand, and in line with the national demand. The occupation shows notable double-digit growth over a ten-year period. With current enrollment in the program declining, area employers call the college requesting graduates at a rate that surpasses the number of students graduating from the program.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2013-2023, the national demand for office managers is expected to increase by 14.4%. Within the State of Illinois, the demand for office management positions is projected to increase by 7.5%.
1.3 What is the district and/or regional need?	The demand for office managers within the Lake Land College district looks very promising with a predicted increase between 2013-2023 of 18%.
1.4 How are students recruited for this program?	- The business division hosts a contest each spring to bring high school students to campus. This program specifically recruits during this event. - Instructors from this program are guest speakers at local high schools and service organizations to promote the program - 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. - 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. - The college has Laker Visit Days throughout the year and the department actively recruits for this program throughout the event
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 Computer Contest often 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 feedback from our advisory council members and local employees. The review of the program results in similar, minor adjustments.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***

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 1/6 of the overall Business Division operating Budget, or $3,736, which is allocated for supplies, printing, and copying, for Office Professionals programs. Perkins funding is used to provide for professional development activities and travel for Office Professional faculty, as well as, purchases for occasional equipment needs, and Microsoft Office certification exams.
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.	No
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	Students take a course in a simulated office lab where they learn how to use many types of office equipment and software. Students complete an internship where they apply skills learned in classes to real life situations.
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 offering each semester and student choices throughout the program. This program does require students to attend face-to-face classes on campus.
3.4 How does this program fit into a career pathway?	Students can earn certificates in Office professionals first and then continue to get an associate's degree.

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 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. 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.	Yes, this program has dual credit opportunities in general education classes. A few high schools will offer dual credit classes, but it fluctuates each year. This year the following schools are offering classes.
	  CIS-160 - Shelbyville, Paris, Dieterich, & Kansas
	  BUS-142 - Effingham, Charleston, & Mattoon
	  SFS-101 - Brownstown, Altamont, & Dieterich
	  CIS-094 - Windsor, ALAH, & Ramsey
	  BUS-095 - Kansas
	  CIS-094 - Windsor, ALAH, & Ramsey
	  CIS-099 - Shelbyville
	  BUS-141 - Charleston & Mattoon
	  SPE-111 - Neoga, Pana, Cumberland, & Cowden-Herrick
	  BUS-079 - Dieterich

3.7 What work-based learning opportunities are available and integrated into the curriculum?	The program contains an internship class which requires 320 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?	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 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 number of students enrolled in the AAS.OFMGT program for FY 2014-2017 ranged from a low enrollment of 5 to a high enrollment of 9, with an average enrollment of 6.5 students. The Office Management program contains no unique courses and is comprised of a blending of courses from the AAS.MGT management program and the AAS.AAEXE administrative/office assistant executive.
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: • CCSSE surveys; • Noel-Levitz surveys; • Occupational follow-up surveys administered to all graduating students; • Program assessment questions—many of which are gleaned from capstone courses; • Informal assessment derived from communicating with students during mandatory advisement periods.
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. Another indicator is that employees continue to contact us requesting interns or employees.
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 level of quality is sufficient and the program should be continued as implemented.

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 Manager AAS.OFMGT				
CIP CODE	520204				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	12	9	4	3	5
NUMBER OF COMPLETERS	3	3	1	1	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. 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	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the office field. Room for improvement always exists. We will continue to speak with employers during internship visits.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Continue to expand marketing and recruiting efforts to attract students annually. 2. Evaluate assessment data to incorporate curriculum changes annually. 3. Interview students each semester to stay up-to-date with the industry's technology and trends. 4. Visit interns each semester to get feedback from the sponsoring employer.

LAKE LAND COLLEGE

Office Manager

Office Manager AAS.OFMGR– Students will be highly trained to work in a variety of offices with managerial responsibilities, coordinating services, and supervising staff. They will complete coursework in Microsoft Office software, notetaking, desktop publishing, web design, management, document formatting, and accounting. Students will also develop interpersonal and communication skills. The internship provides students with a realistic work experience.

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

First Year 1st Semester Semester Hours

_____	BUS-123	Notetaking[+]	4
_____	ENG-095	Business English	3
_____	BUS-114	Advanced Formatting*	3
_____	CIS-160	Practical Software Applications*	3
_____	BUS-142	Introduction to Business	3
_____	SFS-101	Strategies for Success <u>or</u>	2
	HED- ---	Health Elective <u>or</u>	
	PED- ---	P.E. Elective	
		Total	18

First Year 2nd Semester

_____	BUS-094	Business Mathematics	3
_____	BUS-115	Processing Information* [++]	3
_____	BUS-251	Principles of Management	3
_____	BUS-095	Fundamentals of Accounting <u>or</u>	3
	BUS-151	Financial Accounting*	
_____	CIS-094	Excel <u>or</u>	2
	CIS-071	Introduction to Networking	
_____	CIS-058	Specialized Software Applications	3
		Total	17

Second Year 1st Semester

_____	CIS-056	Advanced Software Applications*+	3
_____	BUS-290	Human Resource Management*	3
_____	ECO-231	Principles of Economics I	3
_____	CIS-101	Internet Systems and Applications or	2-3
	CIS-099	Intro to Web Technology*	
_____	BUS-141	Business Communications	3
_____	SPE-111	Introduction to Speech Communication	3
		Total	17-18

Second Year 2nd Semester

_____	PSY-271	Introduction to Psychology	3
_____	BUS-060	Automated Office Procedures [+++]	3
_____	BUS-079	Professional Development[+++]	3
_____	BUS-081	Office Assistant Internship*	5
_____	BUS-080	Office Professionals Seminar	1
		Total	15

Total Program Hours 67-68

*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

Career & Technical Education				
COLLEGE NAME:	Lake Land College			
FISCAL YEAR IN REVIEW:	FY 2018			
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*
Cosmetology	Cert	43	120401	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.				
Program Objectives What are the overarching objectives/goals of the program?	To provide current technical and theory education to Cosmetology students in order to prepare them for employment in salons and secure a State of Illinois Cosmetology license.			
To what extent are these objectives being achieved?	The Cosmetology certificate has been very successful in training students for employment in commission-based or booth rental salons. The objectives are reviewed on an annual basis and have been consistently met.			
Past Program Review Action What action was reported last time the program was reviewed?	Program review from previous years has been consistent with the current evaluation. The program remains strong and has consistently prepared students for the workforce.			
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.).	The Cosmetology program utilizes a special admission application which evaluates prospective students using placement scores, grade point averages and teacher/employer based evaluations on the commitment to 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.).	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 more than 30 hours because the content coverage in the program makes the additional hours necessary.
INDICATOR 1: NEED	**RESPONSE**
1.1 How strong is the occupational demand for the program?	The demand within the Lake Land College district (detailed in 1.3 below) is not as strong as the state demand, or the national demand. However, graduates from the program are finding gainful employment both within and outside of the district.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2013-2023, the national demand for cosmetologists is expected to increase by double-digits: 14.5%. Within the State of Illinois, the demand for cosmetology positions is likewise projected to increase by 6.2%.
1.3 What is the district and/or regional need?	The demand for cosmetologists within the Lake Land College district does not mirror the national projections, and is predicted to decrease between 2013-2023, with a -6.7% decline.
1.4 How are students recruited for this program?	- Current students & graduates of the Cosmetology program are an abundant resource for recruitment. Not only does the Cosmetology department utilize social media, but word-of-mouth as well. - Instructors from this program are guest speakers at local high schools and service organizations to promote the program. - 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. - The college has Laker Visit Days throughout the year and the department actively recruits for this program throughout the event.
1.5 Where are students recruited from?	Students are recruited from within the boundaries of the Lake Land College district; however, if the Cosmetology certificate is not offered in outside districts, then prospective students may travel in from other districts.
1.6 Did the review of program need result in actions or modifications? Please explain.	With the Cosmetology industry trends changing constantly, the program is adjusted as needed. The review of the program results in similar, minor adjustments.
INDICATOR 2: COST EFFECTIVENESS	**RESPONSE**

2.1 What are the costs associated with this program?	Because the cosmetology and esthetics programs both feature a clinic for community members, the instructional supply account is larger and separate from the regular instructional supply line in the Business Division. In FY 2017, cosmetology programs consumed $21,242 worth of supplies, used both to support the clinic and classroom needs.
2.2 How do costs compare to other programs on campus?	Although the cosmetology programs have high consumable costs, in FY 2017, the clinic deposited $38,318 in revenue, so after factoring out the $21,242 spent on supplies, the programs enjoyed a net profit of $17,076 for FY 2017.
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.	No
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The strength of the program is the high level of knowledge, experience and commitment of the instructors to student success.
3.2 What are the identified or potential weaknesses of the program?	Constant change in industry-related techniques in relation to hairstyling equipment and new trends. Finding funding sources to meet those constant changes can be challenging.
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 theory classes and hands-on learning to comprehend Cosmetology technical skills.
3.4 How does this program fit into a career pathway?	Once students graduate with the State of Illinois Cosmetology requirements, they can then take the State Cosmetology exam and receive a Cosmetology license to go immediately to work in the beauty industry.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Cosmetology program hosts guest speakers, hair manufacturer representatives and local hairdressers specializing in industry techniques to perform demonstrations for students, that otherwise they would not have the opportunity to see.

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?	Students have the opportunity to observe industry professionals during salon observations if desired. These observations can lead into a prospective employment opportunity for the student as well.
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, the State of Illinois requires a Cosmetology license to work in this field.
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?	We have partnerships with manufacturers such as Matrix and Dermalogica, who will send in educators periodically. Students receive advanced education from industry professionals.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The number of students enrolled in the CRT.COS program for FY 2014-2017 ranged from a low enrollment of 64 to a high enrollment of 78, with an average enrollment of 73 students. The number of full-time faculty teaching courses unique to the CRT.COS program during FY 2014-2017 was 2 full-time instructors, as well as, adjuncts working hours equivalent to 4 full-time instructors; therefore, the program used 6 total unique instructors. Based on the preceding data, the range of faculty to student ratio is 1 faculty member per 10.66-13 students. The average faculty to student ratio is 1 faculty member for every 12.16 students. The State of Illinois Department of Professional Regulations mandates a student ratio of no higher than 1 faculty member for 25 students, and the preceding statistics satisfy the State's mandates.

3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	We are a Dermalogica Partnership school, which enables all full-time and adjunct faculty to attend their International Dermal Institute classes at no charge. These classes are advanced post-graduate education that instructors can communicate back to the students during their lecture and hands-on classes.
3.16 What is the status of the current technology and equipment used for this program?	The Cosmetology program utilizes current trends with up-to-date thermal tools, manufacturer products, as well as manicure and pedicure equipment used by students to learn all practical skills. Theory classrooms are all equipped with multi-media equipment utilizing DVD, Power Point presentations and Internet-based video sources as well. The equipment is evaluated every 3 to 5 years to stay current in the Cosmetology industry.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program and the program coordinator delivers a graduate survey prior to students' completion of their education. Students are also evaluated in relation to practical skills through client feedback forms and instructor procedure methods.
3.18 How satisfied are students with their preparation for employment?	On the graduate survey, students consider their education exceptional and overall satisfaction exceeds their expectations. 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: • CCSSE surveys • Noel-Levitz surveys; • Occupational follow-up surveys administered to all graduating students; • Program assessment questions—many of which are gleaned from capstone courses; • Informal assessment derived from communicating with students during mandatory advisement periods.
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?	On the employer surveys that are returned, the consensus is that Lake Land College Cosmetology students are beyond prepared in comparison to similar programs and only employ Lake Land College graduates.
3.23 How is employer satisfaction information collected?	The salon owners and employers are contacted through email and/or social media to inquire on the performance of the graduates, in addition to the employer satisfaction surveys that are sent out as well.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The data confirms that graduates from the Cosmetology program are well-trained and prepared for employment. After fully reviewing the program it was determined that level of quality is sufficient and the program should be continued as implemented.

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	Cosmetology CRT.COS				
CIP CODE	120401				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	111 includes track students (students waiting to be accepted by special admission in the Cosmetology program)	64	77	78	75
NUMBER OF COMPLETERS	31	40	24	24	19
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 acquire jobs through salon observations and have confirmed employment prior to graduating.				
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 program is continually assessed and kept up-to-date within the Cosmetology industry.				
Are the students served in this program representative of the total	Generally the students are representative of the student population with regard to age and ethnicity. The Cosmetology program skews 10/90, male/female.				

student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	Generally the students are representative of the student population with regard to age and ethnicity. The Cosmetology program skews 10/90, male/female.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable potential Cosmetologists. We only see minor improvements needing to be made going forward to continue this trend.
Intended Action Steps 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.

LAKE LAND
C O L L E G E

Cosmetology

Cosmetology CRT.COS– The Cosmetology program meets the Illinois Department of Professional Regulation standard requirements pertaining to faculty qualifications, equipment, facilities, course content and contact hours. Entrance into the program is granted fall and spring semesters following a screening process. A total of 1,500 consecutive hours is required for completion of the program. In addition to tuition and service fees, cosmetology students will purchase a uniform, manikins, cosmetology kit, and workbooks. Students will have the opportunity to attend off campus cosmetology seminars. To secure an Illinois cosmetology license, each student is required to take a computerized Illinois state board examination upon completion of the curriculum. See career track program Cosmetology Track when selecting a major. Contact the Director of Cosmetology at 217-234-5343 for more information regarding the screening process.

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

1st Semester			Semester Hours
_____	SOS-050	Human Relations	2
_____	COS-050	Cosmetology I	6
_____	COS-052	Cosmetology II*	6
_____	SPE-200	Interpersonal Communication	3
		Total	**17**
2nd Semester			
_____	COS-054	Cosmetology III*	6
_____	COS-056	Cosmetology IV*	7
_____	COS-061	Computer Appl for Cosmetology	3
		Total	**16**
Summer Term			
_____	COS-060	Salon Management	3
_____	COS-058	Cosmetology V*	7
		Total	**10**
Total Program Hours			**43**

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

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	FY 2018

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*
Cosmetology Teacher	Cert	29	120403	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.	
Program Objectives What are the overarching objectives/goals of the program?	To provide current theory education, prepare them as Cosmetology instructors and to secure a State of Illinois Cosmetology Teacher license.
To what extent are these objectives being achieved?	The Cosmetology Teacher certificate has been very successful in training students for employment in Cosmetology schools. The objectives are reviewed on an annual basis and have been consistently met.
Past Program Review Action What action was reported last time the program was reviewed?	Program review from previous years has been consistent with the current evaluation. The program remains strong and has consistently prepared students for the workforce.

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.).	The Cosmetology Teacher program utilizes a special admission application which evaluates prospective students using years of experience in the industry, placement scores, grade point averages and peer evaluations on the commitment to 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.).	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 30 or fewer hours.
INDICATOR 1: NEED	**RESPONSE**
1.1 How strong is the occupational demand for the program?	The demand within the Lake Land College district (detailed in 1.3 below) is substantially lower than the state demand, or the national demand.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2013-2023, the national demand for post-secondary teachers, including cosmetology instructors, is expected to increase by double-digits: 12.7%. Within the State of Illinois, the demand for secondary teaching positions is likewise projected to increase by 5%.
1.3 What is the district and/or regional need?	The demand for post-secondary teachers within the Lake Land College district does not mirror the national or state projections, and is predicted to decrease between 2013-2023 by -29.1%.
1.4 How are students recruited for this program?	• The majority of the prospective students who go through the Cosmetology Teacher program, have graduated through the basic Cosmetology program, so they learn about the program during their initial Cosmetology training. • Current student teachers & graduates of the teaching program are an abundant resource for recruitment. Not only does the Cosmetology department utilize social media, but word-of-mouth as well.
1.5 Where are students recruited from?	Students are recruited from within the boundaries of the Lake Land College district; however, if the Cosmetology Teacher certificate is not offered in outside districts, then prospective students may travel in from other districts.
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 and technology changes. The review of the program results in similar, minor adjustments.
INDICATOR 2: COST EFFECTIVENESS	**RESPONSE**
2.1 What are the costs associated with this program?	The cosmetology teacher program is lumped together under the umbrella of the cosmetology and esthetics programs, which both feature a clinic for community members; therefore, the instructional supply account is larger and separate from the regular instructional supply line in the Business Division. In FY 2017, cosmetology programs consumed $21,242 worth of supplies, used both to support the clinic and classroom needs.
2.2 How do costs compare to other programs on campus?	Although the cosmetology programs have high consumable costs, in FY 2017, the clinic deposited $38,318 in revenue, so after factoring out the $21,242 spent on supplies, the programs enjoyed a net profit of $17,076 for FY 2017.

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.	No
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The strength of the program is the high level of knowledge, experience and commitment of the instructors to student success.
3.2 What are the identified or potential weaknesses of the program?	The Cosmetology Teacher program is independent-study; therefore, students must be self-motivated to achieve success.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Student teachers are required to work independently on PowerPoint presentations of subject material, creating chapter exams, as well as, demonstrations for students. The student teachers' work is evaluated weekly by meeting one-on-one with Director of Cosmetology.
3.4 How does this program fit into a career pathway?	Once students graduate with the State of Illinois Cosmetology Teacher requirements, they can then take the State Cosmetology Teacher exam and receive a Cosmetology Teacher license to go immediately to work in a Cosmetology school.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Working with student teachers, training them on the use of multi-media equipment utilizing PowerPoints, lesson plans, creating tests, utilizing the DVD series Studio Luma and providing basic Cosmetology students with demonstrations.
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?	Student teachers have the opportunity to observe other Cosmetology schools if desired. These observations can lead into a prospective employment opportunity for the student teacher as well.

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, the State of Illinois requires a Cosmetology Teacher license to work in this field.
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?	We have partnerships with manufacturers such as Matrix and Dermalogica, who will send in educators periodically. Student teachers receive advanced education from industry professionals.
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The number of students enrolled in the CRT.COSTR program for FY 2014-2017 ranged from a low enrollment of 2 to a high enrollment of 5 students, with an average enrollment of 4. This program is unique in that it is designed to be a blend of an independent study program and an internship. Students complete a multitude of independent projects and observe hours of clinical instruction. One full-time faculty member oversees and supervises the students enrolled in this program, so the range of faculty to student ratio is 1 faculty member per 2-5 students, and the average faculty to student ratio is 1 faculty member per 4 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Milady Cengage Learning, our resource for the Master Educator textbooks, offers a series of Master Educator course on-line & traditional face-to-face. This is an outstanding resource to help compliment this program.
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?	• Student teachers are evaluated periodically not only through traditional testing methods, but also as student teachers relaying information to basic Cosmetology students. • 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?	On the graduate survey, student teachers consider their education exceptional and overall satisfaction exceeds their expectations. 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: • CCSSE surveys • Noel-Levitz surveys; • Occupational follow-up surveys administered to all graduating students; • Program assessment questions—many of which are gleaned from capstone courses; • Informal assessment derived from communicating with students during mandatory advisement periods.
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?	On the employer surveys that are returned, the consensus is that Lake Land College Cosmetology student teachers are beyond prepared in comparison to similar programs and only employ Lake Land College graduates.
3.23 How is employer satisfaction information collected?	The school owners are contacted through email to inquire on the performance of the graduates, in addition to the employer satisfaction surveys that are sent out as well.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The data confirms that graduates from the Cosmetology Teaching program are well-trained and prepared for employment. After fully reviewing the program it was determined that level of quality is sufficient and the program should be continued as implemented.

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	Cosmetology Teacher CRT.COSTR				
CIP CODE	120403				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	5	5	4	5	2
NUMBER OF COMPLETERS	0	0	2	2	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. Many of the student teachers acquire jobs through Cosmetology school observations and have confirmed employment prior to graduating.				
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 program is continually assessed and kept up-to-date within the Cosmetology Teaching industry.				
Are the students served in this program representative of the total student population? Please explain.	Generally the student teachers are representative of the student population with regard to age and ethnicity. The Cosmetology Teaching program skews 5/95, male/female.				
Are the students served in this program representative of the district population? Please explain.	Generally the student teachers are representative of the student population with regard to age and ethnicity. The Cosmetology Teaching program skews 5/95, male/female.				
REVIEW RESULTS					
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)				

Summary Rationale Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable potential Cosmetology Teachers. We only see minor improvements needing to be made going forward to continue this trend.
Intended Action Steps 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.

LAKE LAND
C O L L E G E

Cosmetology Teacher

Cosmetology Teacher CRT.COSTR– Illinois Cosmetology license required. Cosmetology Teacher I, II and III develops the teaching techniques for the instruction of cosmetology skills. The study of basic theory and principles of cosmetology instruction and business procedures are examined. The student will complete requirements for state board examination and licensing in the state of Illinois.

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

1st Semester			Semester Hours
_____	COS-076	Cosmetology Teacher I +++	6
_____	ENG-095	Business English or	
_____	ENG-120	Composition*	3
_____	---- ----	Cosmetology Teacher Elective	3
		Total	12
2nd Semester			
_____	COS-077	Cosmetology Teacher II ++++	6
_____	SPE-111	Intro to Speech Communication	3
		Total	9
Summer Term			
_____	COS-078	Cosmetology Teacher II * +	5
_____	---- ----	Cosmetology Teacher Elective	3
		Total	8
Total Program Hours			**29**

+++ Course only offered spring semester
*There are prerequisites; course requisites, or minimum placement test scores for this course.
++++ Course offered in summer term only
+ Course only offered fall semester
^^^ Course requires a 30-hour practicum experience in addition to classroom lecture hours

<u>Suggested Elective</u>
BUS-141	Business Communications*	3
BUS-251	Principles of Management	3
EDU-100	Introduction to Education^^^	3

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	FY 2018

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*
Esthetics	Cert	37	120401	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.

Program Objectives What are the overarching objectives/goals of the program?	To provide current technical and theory education to Esthetics students in order to prepare them for employment in day spas and secure a State of Illinois Esthetician license.
To what extent are these objectives being achieved?	The Esthetics certificate has been very successful in training students for employment in salons and medical day spas. The objectives are reviewed on an annual basis and have been consistently met.
Past Program Review Action What action was reported last time the program was reviewed?	Program review from previous years has been consistent with the current evaluation. The program remains strong and has consistently prepared students for the workforce.

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.).	The Esthetics program utilizes a special admission application which evaluates prospective students using placement scores, grade point averages and teacher/employer based evaluations on the commitment to 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.).	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 29 credit hours.

INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The demand within the Lake Land College district (detailed in 1.3 below) is not as strong as the state demand, or the national demand. However, graduates from the program are finding gainful employment both within and outside of the district.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Between 2013-2023, the national demand for estheticians is expected to increase by double-digits: 24.4%. Within the State of Illinois, the demand for esthetics positions is likewise projected to increase by 8.9%.
1.3 What is the district and/or regional need?	The demand for estheticians within the Lake Land College district does not mirror the national projections, and is predicted to remain level between 2013-2023, with a 0% growth rate.
1.4 How are students recruited for this program?	• Current students & graduates of the Esthetics program are an abundant resource for recruitment. Not only does the Esthetics department utilize social media, but word-of-mouth as well. • Instructors from this program are guest speakers at local high schools and service organizations to promote the program. • 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. • The college has Laker Visit Days throughout the year and the department actively recruits for this program throughout the event.
1.5 Where are students recruited from?	Students are recruited from within the boundaries of the Lake Land College district; however, the Lake Land College Esthetics program is one of a very few offered in community colleges, therefore, some students travel in from other districts.
1.6 Did the review of program need result in actions or modifications? Please explain.	With the Esthetics industry equipment changing rapidly, the program is adjusted as needed. The review of the program results in similar, minor adjustments.
INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***

2.1 What are the costs associated with this program?	Because the cosmetology and esthetics programs both feature a clinic for community members, the instructional supply account is larger and separate from the regular instructional supply line in the Business Division. In FY 2017, cosmetology programs consumed $21,242 worth of supplies, used both to support the clinic and classroom needs.
2.2 How do costs compare to other programs on campus?	Although the cosmetology programs have high consumable costs, in FY 2017, the clinic deposited $38,318 in revenue, so after factoring out the $21,242 spent on supplies, the programs enjoyed a net profit of $17,076 for FY 2017.
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.	No
INDICATOR 3: QUALITY	*RESPONSE*
3.1 What are the program's strengths?	The strength of the program is the high level of knowledge, experience and commitment of the instructors to student success.
3.2 What are the identified or potential weaknesses of the program?	Constant change in industry-related techniques in relation to facial machine equipment and new trends. Finding funding sources to meet those constant changes can be challenging.
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 theory classes and hands-on learning to comprehend Esthetics technical skills.
3.4 How does this program fit into a career pathway?	Once students graduate with the State of Illinois Esthetics requirements, they can then take the State Esthetician exam and receive an Esthetics license to go immediately to work in a salon or day spa.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The Esthetics program has added wet/dry microdermabrasion machines, UltraSonic cleansers and Multi-function facial machines that utilize galvanic and high-frequency currents.

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?	Students have the opportunity to observe industry professionals during salon observations if desired. These observations can lead into a prospective employment opportunity for the student as well.
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, the State of Illinois requires an Esthetics license to work in this field.
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?	We have become a Dermalogica Partnership school which enhances the program with advanced education in the skin care industry. Matrix, which is a hairstyling manufacturer, also provides students with advanced hair color education as well.

3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	The number of students enrolled in the CRT.ESTH program for FY 2014-2017 ranged from a low enrollment of 11 to a high enrollment of 25, with an average enrollment of 17 students. The number of full-time faculty teaching courses unique to the CRT.ESTH program during FY 2014-2017 was 2 full-time instructors, as well as, adjuncts working hours equivalent to 1 full-time instructor; therefore, the program used 3 total unique instructors. Based on the preceding data, the range of faculty to student ratio is 1 faculty member per 3.66-8.33 students. The average faculty to student ratio is 1 faculty member for every 5.66 students. The State of Illinois Department of Professional Regulations mandates a student ratio of no higher than 1 faculty member for 25 students, and the preceding statistics satisfy the State's mandates.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	We are a Dermalogica Partnership school, which enables all full-time and adjunct faculty to attend their International Dermal Institute classes at no charge. These classes are advanced post-graduate education that instructors can communicate back to the students during their lecture and hands-on classes.
3.16 What is the status of the current technology and equipment used for this program?	The Esthetics program utilizes current wet/dry Microdermabrasion machines, UltraSonic cleansers, Multi-function machines, facial steamers and facial beds. The equipment is evaluated every 3 to 5 years to stay current in the Esthetics industry.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program and the program coordinator delivers a graduate survey prior to students' completion of their education. Students are also evaluated in relation to practical skills through client feedback forms and instructor procedure methods.
3.18 How satisfied are students with their preparation for employment?	On the graduate survey, students consider their education exceptional and overall satisfaction exceeds their expectations. 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: • CCSSE surveys • Noel-Levitz surveys; • Occupational follow-up surveys administered to all graduating students; • Program assessment questions—many of which are gleaned from capstone courses; • Informal assessment derived from communicating with students during mandatory advisement periods.

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?	On the employer surveys that are returned, the consensus is that Lake Land College Esthetics students are beyond prepared in comparison to similar programs and only employ Lake Land College graduates.
3.23 How is employer satisfaction information collected?	The salon owners and employers are contacted through email and/or social media to inquire on the performance of the graduates, in addition to the employer satisfaction surveys that are sent out as well.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	The data confirms that graduates from the Esthetics program are well-trained and prepared for employment. After fully reviewing the program it was determined that level of quality is sufficient and the program should be continued as implemented.

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	Esthetics CRT.ESTH				
CIP CODE	120401				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	10	11	17	25	14
NUMBER OF COMPLETERS	5	0	2	11	9
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 acquire jobs through salon observations and have confirmed employment prior to graduating.				
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 program is continually assessed and kept up-to-date within the skin care industry.
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. The Esthetics program skews 1/99, male/female.
Are the students served in this program representative of the district population? Please explain.	Generally the students are representative of the student population with regard to age and ethnicity. The Esthetics program skews 1/99, male/female.
REVIEW RESULTS	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable potential estheticians. We only see minor improvements needing to be made going forward to continue this trend.
Intended Action Steps 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.

LAKE LAND
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Esthetics

Esthetics CRT.ESTH– The Esthetics program meets the Illinois Department of Professional Regulation standard requirements pertaining to faculty qualifications, equipment, facilities, course content and contact hours. Entrance into the Esthetics program is fall semester only following a screening process. A total of 750 consecutive hours is required for completion of the program. In addition to tuition and service fees, Esthetic students will purchase uniforms, an esthetics kit and workbooks. To secure a state license as an esthetician, each student is required to take a written Illinois state board examination upon completion of the curriculum.

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

1st Semester			Semester Hours
_____	COS-061	Computer Appl for Cosmetology	3
_____	EST-041	Esthetics I +	6.5
_____	EST-042	Esthetics II * +	6.5
		Total	**16**
2nd Semester			
_____	EST-043	Esthetics III * +++	6
_____	EST-044	Esthetics IV * +++	6
_____	COS-060	Salon Management	3
		Total	**15**
Summer Term			
_____	Esthetics V * ++++	Esthetics V * ++++	6
		Total	**6**
Total Program Hours			**29**

+ Course only offered fall semester
*There are prerequisites; course requisites, or minimum placement test scores for this course.
+++ Course only offered spring semester
++++ Course offered in summer term only

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2018

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
Building Construction	Degree	63.0	47.0604	CRT.BCT

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.

Program Objectives What are the overarching objectives/goals of the program?	The degree prepares students with skills and knowledge necessary for employment in building construction industry including contractors, engineering, and manufacturing firms.
To what extent are these objectives being achieved?	The program is successful. Enrollment has shown a steady increase since FY 2014. Employment opportunities are available.
Past Program Review Action What action was reported last time the program was reviewed?	Program to continue with minor improvements.

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.).	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 advisory board for the program recommended additional lab classes. The program was reduced from 66 hours down to 63 to come into closer alignment with ICCB recommendations.

Indicator 1: Need	**Response**

1.1 How strong is the occupational demand for the program?	Reasonably strong. The State of Illinois projects a 3.7% growth for building construction workers and managers 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?	The demand has increased and is projected for a 1.11% annual compound growth for the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 69 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 was modified in that some of the more theoretical classes were removed while carpentry and concrete labs were added.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The Building Program sees an annual budget of approximately $113,000 which is shared with the CRT.BCT.
2.2 How do costs compare to other programs on campus?	The Building Program is lower-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 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 tools for the lab the last year.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Experienced instructors teach the BCT classes. The classes have a strong lab component.
3.2 What are the identified or potential weaknesses of the program?	Lack of adequate lab space is the major problem. Cyclical enrollment patterns and lack of funding for tools also play a role.

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 CAD, construction, and project management classes which allows them several opportunities in the building construction industry.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We have implemented building and selling of medium-sized wooden structures each semester to help defer the cost of the class.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Mattoon High School offers TEC 055 and TEC 056.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Most students do the optional SOE over the summer between their freshman and sophomore years.
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.	CET-056 results in a certificate recognized by Illinois Department of Transportation.
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?	Eastern Illinois University and Southern Illinois University at Edwardsville have articulation agreements for the AAS.
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 contractors 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 12 is the approximate ratio. Average is 1 to 12. Range can be 1 to 6 and 1 to 16.

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 8th Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Reasonably current. The building construction program would benefit from the addition of more lab space as well as updated tools and materials.
3.17 What assessment methods are used to ensure student success?	Faculty course assessment data reports each semester via Weave, employer surveys, and student feedback for faculty. Program assessment is done 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?	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 two advisory committee meetings 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, two carpentry classes were added to the program while Analytical Mechanics and Strength of Materials classes were removed from the curriculum.

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 increased in the past two years. 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	Building Construction				
CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	21	15	18	19
Number of Completers	6	3	6	6	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has decreased some since Year 2 but are currently rebounding.				
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 Building Construction program are representative of the age and race of the district. Women still are a minority in the program.

Lake Land College District # 51701

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale 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 more lab space.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue efforts to gain lab space. Continue recruitment efforts from Mattoon High School and schools in the northern part of the district which lack Vo-Tech programs.

BUILDING CONSTRUCTION TECHNOLOGY

(AAS.BCT) ASSOCIATE IN APPLIED SCIENCE

The primary objective of the Building Construction Technology program is to prepare the student for a career in the building construction industry immediately upon graduation. This associate degree program is designed to produce versatile building construction technicians capable of working in a variety of positions such as cost estimators, builders, computer drafters, surveyors and manufacturing representatives. With additional experience, these technicians could fill the positions of engineer's representative, construction supervisor, building inspector or self-employed building contractor. Employers interested in such technicians are building contractors, manufacturers, architectural, or engineering firms and testing laboratories.

Students are required to furnish their own basic drafting equipment. The cost of the equipment is approximately $40.

Consult an advisor for transfer options.

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

First Year

First Semester	**Hours**
TEC-050 Technical Math I	2.0
TEC-052 Technical Math II *	2.0
BCT-045 Plans and Specifications	3.0
TEC-045 Introduction to Drafting	2.0
BCT 054 Basic Carpentry I	4.0
CET-060 Surveying I	3.0
SEMESTER TOTALS	**16.0**

Second Semester	
TEC-054 Technical Math III *	2.0
TEC-056 Technical Math IV *	2.0
CAD-056 CAD I	2.0
EET-069 Residential Wiring I	3.0
BCT-062 Architectural Drafting II	4.0
HED-178 Responding to Emergencies	2.0
SEMESTER TOTALS	**15.0**

Second Year

First Semester	Hours
ENG-050 Writing for Industry *	3.0
BUS-251 Principles of Management	3.0
BCT-064 Construction Surveying Layout *	3.0
SPE-111 Intro to Speech Communication	3.0
--- --- Suggested Electives	4.0
SEMESTER TOTALS	**16.0**

Second Semester

	Hours
CET-056 PCC Theory and Design *	2.0
BCT-076 Architectural Design *	4.0
ECO-130 The American Economy or	
--- --- Social Science Elective	3.0
BCT-089 Construction Estimating	3.0
--- --- Suggested Elective	4.0
SEMESTER TOTALS	**16.0**
TOTAL PROGRAM HOURS	**63.0**

BUS-089 Small Business Management	3.0
CIS-068 Computer Appl-Special Topics	2.0
CAD-057 CAD II *	3.0
CET-054 Soils + Aggregates	4.0
BCT 055 Basic Carpentry II	4.0
BCT-041 Post Frame Construction	2.0
BCT-078 Architectural S.O.E.	2.0
CAD-059 Special Applications of CAD	3.0

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

Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu
Faculty Contact: Neal Haarman
Faculty Email: nhaarman@lakelandcollege.edu
Faculty Phone: 217-234-5421

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2018

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
Computer Aided Design	Degree	66.0	47.0604	CRT.CAD

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.

Program Objectives What are the overarching objectives/goals of the program?	The degree prepares students to develop new products faster by automating many complex and tedious design tasks. This program will provide in-depth knowledge and experience in two- and three-dimensional design and drafting.
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.
Past Program Review Action What action was reported last time the program was reviewed?	Program to continue with minor improvements.

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.).	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 66 credit hour program requires knowledge of 2-D and 3-D printing along with machining skills and analytical/machine design to meet existing industry demands.

Indicator 1: Need	Response

1.1 How strong is the occupational demand for the program?	Reasonably strong. The State of Illinois projects a 2.25 % growth for industrial engineers and CAD 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 0.41% annual compound growth for 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.	Continued requests for funding, updating of some CAD lab facilities, and equipment, and updating of some courses to include modern electronics.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 What are the costs associated with this program?	The CAD Program sees an annual budget of approximately $347,000 which is shared with two other programs.
2.2 How do costs compare to other programs on campus?	The CAD Program is a lower cost program in the 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. Lab fees help offset some costs, particularly for software.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program sees an annual advisory committee meeting. 3-D printing along with some new CNC mills for labs were added in the past three years.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Experienced engineers/instructors teach the CAD 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 CAD equipment.

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 usually find employment as CAD 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.	Multiple schools in the district offer CAD classes which transfer. Among these are Mattoon, Effingham, Altamont, Shelbyville, Marshall, and Paris.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	There is an optional summer SOE in this 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.	OSHA-10 certificate and a FANUC machining certificate for those that take TEC-043 and two CIM classes as technical electives.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	85% or better
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There is a 2+2 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 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 1:6 up 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 adjuncts would be helpful. Full time faculty participate in on-campus training and/or take part in high school recruitment/visits and 8th Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Reasonably current. The CAD program would benefit from the addition of more modern 3-D printers and a CNC lathe.
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 tenured faculty. Program assessment is done 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 two advisory committee meetings, 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.	More 3-D modeling and 3-D printing were added to the program.

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 deceased in the past few years. The college and its Technology Division need to watch current enrollment trends and actively recruit more students from non-traditional sources.

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	CAD				
CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	18	20	12	14
Number of Completers	3	5	5	4	4
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. On-line classes have been added.
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 CAD program are representative of the age and race of the district. Women still are a minority in the program.

Review Results

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale 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.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Actively recruit more students into the program.

COMPUTER AIDED DESIGN TECHNOLOGY

(AAS.CAD) ASSOCIATE IN APPLIED SCIENCE

Computer-Aided Design (CAD) is a computer graphics based tool that allows drafters, designers and engineers to develop new products faster by automating many complex and tedious design tasks. This program will provide in-depth knowledge and experience in two- and three-dimensional design and drafting. The student will work with state-of-the-art CAD and solid modeling software and hardware. Those earning this degree will be prepared for a career as a CAD designer, mechanical designer, engineering technician or CAD technician, or Architectural drafter. Upon completion, students can also receive industry recognized certificates from Fanuc, OSHA, AutoCAD, and others.

Students planning to continue their education at Eastern Illinois University or Southern Illinois University to earn a bachelor's degree in Industrial Technology, Applied Engineering, or Architecture 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
TEC-103	Engineering Graphics	3.0
CAD-056	CAD I	2.0
CIS-160	Practical Software Application	3.0
ENG-098	Communications I	3.0
--- ---	Social Science Elective	2.0
	SEMESTER TOTALS	**17.0**
Second Semester		
TEC-054	Technical Math III *	2.0
TEC-056	Technical Math IV *	2.0
CAD-057	CAD II *	3.0
CAD-059	Special Applications of CAD * +++	3.0
CIM-060	CNC Machining * +++	3.0
--- ---	Design/Drafting Elective	3.0
	SEMESTER TOTALS	**16.0**

First Semester		**Hours**
CAD-058	CAD Drafting Systems * +	2.0
CIM-092	Computer-Aided Manufacturing * +	3.0
CAD-060	3D Solid Modeling * +	3.0
TEC-060	Analytical Mechanic * +	4.0
HED-178	Responding to Emergencies	2.0
--- ---	Design/Drafting Elective	2.0
	SEMESTER TOTALS	**16.0**

Second Semester		
TEC-080	Strength/Materials * +++	4.0
CAD-062	Introduction to Solidworks	2.0
MET-084	Technical Mechanisms * +++	3.0
CAD-061	3D Parametric Design * +++	3.0
--- ----	Social Science Elective	3.0
--- ---	Design/Drafting Elective	2.0
	SEMESTER TOTALS	**17.0**
	TOTAL PROGRAM HOURS	**66.0**

Suggested Electives

BCT-062	Architectural Drafting II * +++	4.0
BCT-076	Architectural Design * +++	4.0
CET-081	CAD for Civil Engineering * +++	3.0
CET-082	Civil Drafting +	3.0
CIS-092	Adobe Illustrator	3.0
EET-056	Electronic Design/Fabrication	3.0
MTT-050	Intro to Machining Procedures	3.0
CIM-094	Computer Integrated Manf * +++	3.0
CIM-044	Industrial Robotics	2.0
CAD-075	Supervised Occupational Exp	3.0
TEC-043	Industrial Safety	1.0

* There are prerequisites, course requisites, or minimum placement test scores for this course.
+++ Course only offered spring semester
+ Course only offered fall semester
Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu
Faculty Contact: Leo Kitten
Faculty Email: lkitten@lakelandcollege.edu
Faculty Phone: 217-234-5316

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2018

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
Civil Engineering Technology	Degree	72.0	15.0201	None

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.	
Program Objectives What are the overarching objectives/goals of the program?	The program prepares students with skills necessary for employment. Emphasis is placed on such tasks as surveying, materials testing, drafting, construction inspection, etc., associated with civil engineering.
To what extent are these objectives being achieved?	The program is enjoying an increase in enrollment. Employment opportunities are available within Illinois and beyond.
Past Program Review Action What action was reported last time the program was reviewed?	Program to continue with minor improvements.

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.).	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 testing and a substantial applied science background in civil engineering to meet industry requirements and recommendations.
Indicator 1: Need	**Response**

1.1 How strong is the occupational demand for the program?	Mixed. The State of Illinois projects a 0.00% growth for civil engineering over the next 5 years but students often find work in construction companies where there is 14.16% growth
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The State of Illinois projects a 0.00% growth for civil engineering over the next 5 years but students often find work in construction companies where there is 14.16% growth
1.3 What is the district and/or regional need?	There is an anticipated growth of 9 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 and high school career days as well as some displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	Review indicated the need to update surveying equipment. Requests have been made and new equipment has been procured over the past three years.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 What are the costs associated with this program?	The Civil Engineering Program sees an annual budget of approximately $78,000 which is shared with two other
2.2 How do costs compare to other programs on campus?	The Civil Engineering Program is a lower cost program in the 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.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	CET is an established program at LLC with close ties to IDOT. Experienced instructors teach the CET classes. The classes have a strong lab component.
3.2 What are the identified or potential weaknesses of the program?	Continued diversification of possible employers is necessary as many graduates work for IDOT. When IDOT is hiring, this is fine but when they are not then trouble can ensue.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and some hybrid classes.
3.4 How does this program fit into a career pathway?	Upon graduation, students will have sat for some IDOT entry level tests which qualifies them employment as civil engineering techs for IDOT and IDOT suppliers.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We have implemented more modern surveying equipment and upgraded our GIS equipment.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Tech Math is offered in Marshall, Shelbyville, and Okaw Valley High Schools.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	There is an optional summer SOE offered 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.	IDOT PCC Level 1 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?	Transfer students usually take the AAS.CETAT option.
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 IDOT districts 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 1:6 up to 1:22.

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 all instructors would be helpful. Full time faculty participate in on-campus training and/or take part in high school recruitment/visits and 8th Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Current.
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 tenured faculty. Program assessment is done 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, 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. The local IDOT Districts are central in these activities.
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 very satisfied based upon SOE-based 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.	Program review resulted in requests to upgrade equipment so that graduates would be familiar with current IDOT equipment.

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 time. Recruitment has been vigorously pursued in the past three years by the program's main faculty. This has helped to stabilize the program. The incoming freshman numbers do vary and offering the right number of sections and their sequencing is an ongoing challenge.

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	Civil Engineering Technology				
CIP Code	15.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	24	19	16	14
Number of Completers	7	7	2	2	2
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment has mostly decreased since Year 2. However, this is one of three CET programs on campus so there is some internal competition for students.
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 but their numbers are increasing.

Are the students served in this program representative of the district population? Please explain.	Yes. The students in the CET Technology program are representative of the age and race of the district. Women still are a minority in the program but their numbers are increasing.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program's content is strong. It enjoys strong connections to local IDOT districts and area employers. Continued efforts to increase enrollment need to be made.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts. Continue to diversify employment opportunities between the public and private sectors.

CIVIL ENGINEERING TECHNOLOGY
(AAS.CET) ASSOCIATE IN APPLIED SCIENCE

This program prepares students with skills necessary for employment as a civil engineering technician with consulting engineering firms, testing laboratories, utilities and local, state and federal government agencies. Emphasis is placed on such tasks as surveying, materials testing, drafting, construction inspection, etc., associated with civil engineering. There is a strong demand for civil technicians; thus, employment opportunities are good. Civil Engineering Technology provides a balance between outdoor and indoor work which many find desirable. Surveying, field testing, construction supervision and testing are essentially outdoor work while drafting, design and laboratory testing are indoor work.

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
CET-060	Surveying I (Module 1)	3.0
CET-054	Soils + Aggregates (Module 2) * +	4.0
CET-051	Civil Construction I +	3.0
ENG-050	Writing for Industry	3.0
SEMESTER TOTALS	**17.0**

Second Semester | |
---|---|---
TEC-054 | Technical Math III * | 2.0
TEC-056 | Technical Math IV * | 2.0
CET-056 | PCC Theory and Design (Module 1) * +++ | 2.0
CET-057 | Asphalt Theory and Design (Module 2) * +++ | 2.0
TEC-045 | Introduction to Drafting | 2.0
CAD-056 | CAD I | 2.0
SPE-111 | Intro to Speech Communication | 3.0
HED-178 | Responding to Emergencies or |
SFS-101 | Strategies for Success | 2.0
| **SEMESTER TOTALS** | **17.0**

Summer Term | |
---|---|---
CET-075 | Supervised Occupational Exp (Optional) | 5.0
| **SEMESTER TOTALS** | **5.0**

First
Semester		**Hours**
TEC-060	Analytical Mechanic * +	4.0
CET-062	Surveying II (Module 1) * +	3.0
CIS-068	Computer Appl-Special Topics	2.0
CET-052	Civil Construction II * +	3.0
CET-082	Civil Drafting * +	3.0
--- ---	Social Science Elective	3.0
SEMESTER TOTALS	**18.0**

Second
Semester | |
--- | --- | ---
TEC-080 | Strength/Materials * +++ | 4.0
CET-087 | Hydraulics/Drainage * +++ | 3.0
CET-064 | Surveying III * +++ | 3.0
CET-081 | CAD for Civil Engineering * +++ | 3.0
CET-065 | Data Collection GIS Mapping * +++ | 2.0
| **SEMESTER TOTALS** | **15.0**
| **TOTAL PROGRAM HOURS** | **72.0**

* There are prerequisites, course requisites, or minimum placement test scores for this course.
+ Course only offered fall semester
+++ Course only offered spring semester
Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu
Faculty Contact: Joshua Fulk
Faculty Email: jfulk@lakelandcollege.edu
Faculty Phone: 217-234-5566

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2018

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
CET/Advanced Technical Studies	Degree	70.0	15.0201	None

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.

Program Objectives What are the overarching objectives/goals of the program?	The program allows a graduate to continue his or her education at SIU/Carbondale or EIU with only an additional 60 semester hours of course work.
To what extent are these objectives being achieved?	The program is enjoying an increase in enrollment. Employment opportunities are available within Illinois and beyond.
Past Program Review Action What action was reported last time the program was reviewed?	Program to continue with minor improvements.

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.).	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 testing and a substantial applied science background in civil engineering to meet industry requirements and transfer requirements to SIUC and EIU.
Indicator 1: Need	**Response**

1.1 How strong is the occupational demand for the program?	Mixed. The State of Illinois projects a 0.00% growth for civil engineering over the next 5 years but students often find work in construction companies where there is 14.16% growth
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The State of Illinois projects a 0.00% growth for civil engineering over the next 5 years but students often find work in construction companies where there is 14.16% growth
1.3 What is the district and/or regional need?	There is an anticipated growth of 9 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 and high school career days as well as some displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	Review indicated the need to update surveying equipment. Requests have been made and new equipment has been procured over the past three years.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The Civil Engineering Program sees an annual budget of approximately $78,000 which is shared with two other
2.2 How do costs compare to other programs on campus?	The Civil Engineering Program is a lower cost program in the 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.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	CET is an established program at LLC with close ties to IDOT. Experienced instructors teach the CET classes. The classes have a strong lab component.
3.2 What are the identified or potential weaknesses of the program?	Continued diversification of possible employers is necessary as many graduates work for IDOT. Many CET students find work after a two year degree and will not pursue this AAS.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and some hybrid classes.
3.4 How does this program fit into a career pathway?	Upon graduation, students will have sat for some IDOT entry level tests which qualifies them employment as civil engineering techs for IDOT and IDOT suppliers.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We have implemented more modern surveying equipment and upgraded our GIS equipment.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Tech Math is offered in Marshall, Shelbyville, and Okaw Valley High Schools.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	A 15 month job experience is built into the degree.
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.	IDOT PCC Level 1 certification
3.10 Is this an apprenticeship program? If so, please elaborate.	A 15 month job experience is built into the degree which gives students a very good opportunity to learn and apprentice the vocation.
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?	2+2 agreements exist for Eastern Illinois University and SIUC.
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 IDOT districts 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 1:6 up to 1: 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 all instructors would be helpful. Full time faculty participate in on-campus training and/or take part in high school recruitment/visits and 8th Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Current.
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 tenured faculty. Program assessment is done 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, 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. The local IDOT Districts are central in these activities.
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 very satisfied based upon the work experience 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.	Program review resulted in requests to upgrade equipment so that graduates would be familiar with current IDOT equipment.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.
Placement is not a significant issue at this time. Recruitment has been vigorously pursued in the past three years by the program's main faculty. This has helped to stabilize the program. The incoming freshman numbers do vary and offering the right number of sections and their sequencing is an ongoing challenge. While students will often leave the AAS.CETAT program, they usually do so by completing the AAS.CET and going to work so retention isn't so much an issue as the numbers seem to indicate.

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	CET/Advanced Technical Studies				
CIP Code	15.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	6	6	5	5
Number of Completers	5	3	1	2	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has stabilized since Year 2. However, this is one of three CET programs on campus so there is some internal competition for students.				
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 but their numbers are increasing.				

Are the students served in this program representative of the district population? Please explain.	Yes. The students in the CET Technology program are representative of the age and race of the district. Women still are a minority in the program but their numbers are increasing.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program's content is strong. It enjoys strong connections to local IDOT districts and area employers. Continued efforts to increase enrollment need to be made.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts. Continue to diversify employment opportunities between the public and private sectors.

CET/ADVANCED TECHNICAL STUDIES
(AAS.CETAT) ASSOCIATE IN APPLIED SCIENCE
This option of the Civil Engineering Technology program allows a graduate to continue his or her education at Southern Illinois University in Carbondale or Eastern
Illinois University. Graduates from this program of study are able to complete a bachelor of science degree in Technical Resource Management at SIUC with only an additional 60 semester hours of course work.
Program requirements may change over time. Specific degree/graduation requirements are determined by a degree audit.

First Semester		Hours
MAT-130	College Algebra *	3.0
CET-060	Surveying I	3.0
CET-054	Soils + Aggregates +	4.0
CET-051	Civil Construction I +	3.0
ENG-120	Composition I *	3.0
	SEMESTER TOTALS	**16.0**

Second Semester		
MAT-210	Finite Mathematics *	3.0
CET-056	PCC Theory and Design * +++	2.0
CET-057	Asphalt Theory and Design * +++	2.0
TEC-045	Introduction to Drafting	2.0
SPE-111	Intro to Speech Communication	3.0
CAD-056	CAD I	2.0
HED-178	Responding to Emergencies or	
SFS-101	Strategies for Success	2.0
	SEMESTER TOTALS	**16.0**

First Semester		Hours
PHY-130	College Physics I * +	4.0
CET-062	Surveying II * +	3.0
CIS-160	Practical Software Application	3.0
CET-052	Civil Construction II * +	3.0
CET-082	Civil Drafting * +	3.0
MAT-132	Trigonometry *	3.0
	SEMESTER TOTALS	**19.0**

Second Semester		
PHY-131	College Physics II * +++	4.0
CET-087	Hydraulics/Drainage * +++	3.0
CET-064	Surveying III * +++	3.0
CET-081	CAD for Civil Engineering * +++	3.0
--- ---	Social Science Electives ++ ^^	6.0
	SEMESTER TOTALS	**19.0**
	TOTAL PROGRAM HOURS	**70.0**

* 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
^^ Consult Academic Advisor for appropriate course
Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu
Faculty Contact: Joshua Fulk
Faculty Email: jfulk@lakelandcollege.edu
Faculty Phone: 217-234-5566

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2018

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
Civil Engineering Technology-COOP	Degree	87.0	15.0201	None

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.	
Program Objectives What are the overarching objectives/goals of the program?	This cooperative study option has the same course work as the regular program; however, it is extended to include 15 months of on the job experience and earn a salary during this experience.
To what extent are these objectives being achieved?	The program is reasonably successful due to the longer 15 month required job experience.
Past Program Review Action What action was reported last time the program was reviewed?	Program to continue with minor improvements.

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.).	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 testing and a substantial applied science background in civil engineering to meet industry requirements and recommendations. The 15 month job experience also adds 5 credit hours to the degree.

Indicator 1: Need	Response

1.1 How strong is the occupational demand for the program?	Mixed. The State of Illinois projects a 0.00% growth for civil engineering over the next 5 years but students often find work in construction companies where there is 14.16% growth
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The State of Illinois projects a 0.00% growth for civil engineering over the next 5 years but students often find work in construction companies where there is 14.16% growth
1.3 What is the district and/or regional need?	There is an anticipated growth of 9 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 and high school career days as well as some displaced workers.
1.6 Did the review of program need result in actions or modifications? Please explain.	Review indicated the need to update surveying equipment. Requests have been made and new equipment has been procured over the past three years.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 What are the costs associated with this program?	The Civil Engineering Program sees an annual budget of approximately $78,000 which is shared with two other
2.2 How do costs compare to other programs on campus?	The Civil Engineering Program is a lower cost program in the 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.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	CET is an established program at LLC with close ties to IDOT. Experienced instructors teach the CET classes. The classes have a strong lab component.

3.2 What are the identified or potential weaknesses of the program?	Continued diversification of possible employers is necessary as many graduates work for IDOT. When IDOT is hiring, this is fine but when they are not then trouble can ensue.

3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional and some hybrid classes.	
3.4 How does this program fit into a career pathway?	Upon graduation, students will have sat for some IDOT entry level tests which qualifies them employment as civil engineering techs for IDOT and IDOT suppliers.	
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We have implemented more modern surveying equipment and upgraded our GIS equipment.	
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Tech Math is offered in Marshall, Shelbyville, and Okaw Valley High Schools.	
3.7 What work-based learning opportunities are available and integrated into the curriculum?	A 15 month job experience is built into the degree.	
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.	IDOT PCC Level 1 certification	
3.10 Is this an apprenticeship program? If so, please elaborate.	A 15 month job experience is built into the degree which gives students a very good opportunity to learn and apprentice the vocation.	
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?	2+2 agreements exist for Eastern Illinois University and SIUC and SIUE though this is usually pursued in the AAS.CETAT option.	
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 IDOT districts 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 1:6 up to 1:22.	

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 all instructors would be helpful. Full time faculty participate in on-campus training and/or take part in high school recruitment/visits and 8th Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Current.
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 tenured faculty. Program assessment is done 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, 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. The local IDOT Districts are central in these activities.
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 very satisfied based upon the work experience 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.	Program review resulted in requests to upgrade equipment so that graduates would be familiar with current IDOT equipment.

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 time. Recruitment has been vigorously pursued in the past three years by the program's main faculty. This has helped to stabilize the program. The incoming freshman numbers do vary and offering the right number of sections and their sequencing is an ongoing challenge.

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	Civil Engineering Technology - COOP				
CIP Code	15.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	10	11	12	11
Number of Completers	2	1	2	1	1
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment has improved slightly since Year 2. However, this is one of three CET programs on campus so there is some internal competition for students.
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 but their numbers are increasing.

Are the students served in this program representative of the district population? Please explain.	Yes. The students in the CET Technology program are representative of the age and race of the district. Women still are a minority in the program but their numbers are increasing.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program's content is strong. It enjoys strong connections to local IDOT districts and area employers. Continued efforts to increase enrollment need to be made.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts. Continue to diversify employment opportunities between the public and private sectors.

CIVIL ENGINEERING TECHNOLOGY - COOP
(AAS.CETCO) ASSOCIATE IN APPLIED SCIENCE

This cooperative study option has the same course work as the regular program; however, it is extended to include 15 months of on the job experience as an integral part of the training. The student will earn college credit plus typically earn a salary during this experience. The knowledge gained during the field cooperative work experience is very good for building a resume for future employment.

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

First Semester

Course	Title	Hours
TEC-050	Technical Math I (Module 1)	2.0
CET-060	Surveying I (Module 1)	3.0
CET-054	Soils + Aggregates (Module 2) * +	4.0
CET-051	Civil Construction I +	3.0
ENG-050	Writing for Industry	3.0
TEC-052	Technical Math II (Module 2) *	2.0
	SEMESTER TOTALS	**17.0**

Second Semester

Course	Title	Hours
TEC-054	Technical Math III (Module 1) *	2.0
TEC-056	Technical Math IV (Module 2) *	2.0
CET-056	PCC Theory and Design (Module 1) * +++	2.0
CET-057	Asphalt Theory and Design (Module 2) * +++	2.0
TEC-045	Introduction to Drafting	2.0
CAD-056	CAD I	2.0
SPE-111	Intro to Speech Communication	3.0
HED-178	Responding to Emergencies or	
SFS-101	Strategies for Success	2.0
	SEMESTER TOTALS	**17.0**

Summer Term

Course	Title	Hours
CET-076	Supervised Occupational Exp	5.0
	SEMESTER TOTALS	**5.0**

First Semester

Course	Title	Hours
CET-077	Supervised Occupational Exp *	6.0
	SEMESTER TOTALS	**6.0**

Second Semester

Course	Title	Hours
CET-078	Supervised Occupational Exp *	6.0
	SEMESTER TOTALS	**6.0**

Summer Term

Course	Title	Hours
CET-079	Supervised Occupational Exp *	3.0
	SEMESTER TOTALS	**3.0**

First
Semester Hours

TEC-060	Analytical Mechanic * +	4.0
CET-062	Surveying II (Module 1) * +	3.0
CIS-068	Computer Appl-Special Topics	2.0
CET-052	Civil Construction II * +	3.0
CET-082	Civil Drafting * +	3.0
	Social Science Elective	3.0
	SEMESTER TOTALS	**18.0**

Second
Semester

TEC-080	Strength/Materials * +++	4.0
CET-087	Hydraulics/Drainage * +++	3.0
CET-064	Surveying III * +++	3.0
CET-081	CAD for Civil Engineering * +++	3.0
CET-065	Data Collection GIS Mapping * +++	2.0
	SEMESTER TOTALS	**15.0**
	TOTAL PROGRAM HOURS	**87.0**

* There are prerequisites, course requisites, or minimum placement test scores for this course.
+ Course only offered fall semester
+++ Course only offered spring semester
Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu
Faculty Contact: Joshua Fulk
Faculty Email: jfulk@lakelandcollege.edu
Faculty Phone: 217-234-5566

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2018

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
Building Construction	Cert	25.0	15.1202	Certificate works with AAS.BCT

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.

Program Objectives What are the overarching objectives/goals of the program?	This certificate prepares students with skills and knowledge necessary for employment in building construction industry including contractors, engineering, and manufacturing firms.
To what extent are these objectives being achieved?	This is a new certificate for the college which is stackable with the AAS.BCT. Employment opportunities are available.
Past Program Review Action What action was reported last time the program was reviewed?	N/A

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.).	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 advisory board for the AAS.BCT recommended this additional certificate as it gives students a one year exposure to carpentry and construction.

Indicator 1: Need	Response

1.1 How strong is the occupational demand for the program?	Reasonably strong. The State of Illinois projects a 3.7% growth for building construction workers and managers 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?	The demand has increased and is projected for a 1.11% annual compound growth for the next 5 years.		
1.3 What is the district and/or regional need?	There is an anticipated growth of 69 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.	This certificate was created based upon the recommendation of last year's advisory committee.		
Indicator 2: **Cost Effectiveness**	**Response**		
2.1 What are the costs associated with this program?	The CRT.BCT sees an annual budget of approximately $113,000 though this is spread throughout one certificate and the AAS program.		
2.2 How do costs compare to other programs on campus?	The CRT.BCT is a new and lower 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 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.	Review of the local employer needs resulted in the creation of the program. All the classes in this certificate were already existing so there was little new expense.		
Indicator 3: Quality	**Response**		
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 tools undated and meeting workspace needs. The certificate is stackable with the AAS which is great but one must keep up with industry needs.

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 in entry level construction jobs.
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 building construction 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 building construction. At least one district high school is teaching BCT 054 and BCT 055.
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).	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?	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 1:6 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 on-campus training and/or take part in high school recruitment/visits and 8th Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Reasonably current. The building construction program would benefit from the addition of more lab space as well as updated tools and materials.
3.17 What assessment methods are used to ensure student success?	Faculty course assessment data reports each semester via Weave, employer surveys, and student feedback for faculty. Program assessment is done 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?	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 building construction 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.	This certificate came from a review of the advisory committee.

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 tools, hardware and space used in labs. Also, the lessening of student financial aid as well as competition among programs and certificates in the Technology Division.

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	Building Construction				
CIP Code	15.1202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	0	0	0	0
Number of Completers	1	0	0	0	0
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment is low due to first year of certificate. Most students in the AAS. BCT right now.
What disaggregated data was reviewed?	Course and program assessments and enrollment numbers.
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 CRT.BCT certificate are representative of the age and race of the district. Women still are a minority in the program.

Review Results	
Action	Ⅹ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Securing adequate lab space is important. Tools and construction material need to be procured every year.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continued upgrading tools, hardware, and space. Continued recruitment of students to the program. These action need to continue for at least 3 years.

BUILDING CONSTRUCTION
(CRT.BCT) CERTIFICATE

The Building Construction Certificate prepares the student for a career in the building construction industry immediately upon graduation. The student will learn basic construction principles and techniques, residential wiring, and blue print reading for residential construction. Consult an advisor for transfer options.

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

TEC-050 Technical Math I	2.0
TEC-052 Technical Math II *	2.0
BCT-045 Plans and Specifications	3.0
BCT-054 Basic Carpentry I	4.0
HED-178 Responding to Emergencies	2.0
SEMESTER TOTALS	**13.0**

Second Semester

EET-069 Residential Wiring I	3.0
TEC-043 Industrial Safety	1.0
--- --- Suggested Electives	8.0
SEMESTER TOTALS	**12.0**
TOTAL PROGRAM HOURS	**25.0**

SUGGESTED ELECTIVES

CET-060 Surveying I	3.0
TEC-045 Introduction to Drafting	2.0
CAD-056 CAD I	2.0
BCT-062 Architectural Drafting II *	4.0
BCT-064 Construction Surveying Layout *	3.0
BCT-078 Architectural S.O.E.	3.0
CET-056 PCC Theory and Design	2.0
BCT-055 Basic Carpentry II	4.0

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

Call Counseling Services: 217-234-5232

Email: counsel@lakelandcollege.edu

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2018

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
Computer Aided Design	Cert	31.0	15.1302	None

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.	
Program Objectives What are the overarching objectives/goals of the program?	The certificate prepares students to develop new products faster by automating many complex and tedious design tasks. This certificate provides in-depth knowledge and experience in two- and three-dimensional design and drafting.
To what extent are these objectives being achieved?	The program is very successful. Enrollment has been steady over the past few years and employment opportunities are available.
Past Program Review Action What action was reported last time the program was reviewed?	Program to continue with minor improvements.

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.).	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 31.0 credit hour certificate requires knowledge of 2-D and 3-D printing along with basic computer skills to meet existing industry demands.

Indicator 1: Need	Response

1.1 How strong is the occupational demand for the program?	Moderately strong. The State of Illinois projects a 0.67 % growth in CAD techs and related occupations 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?	Local demand is strong and several students are leaving the AAS.CAD after only one year due to job offers. Officially, a 0.67% annual compound growth is projected for the next 5 years.
1.3 What is the district and/or regional need?	There is an anticipated growth of 1 new position 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 CAD lab equipment, and updating of some required courses.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The CRT.CAD sees an annual budget of approximately $347,000 which is shared with two other programs and two other
2.2 How do costs compare to other programs on campus?	The CRT.CAD is a lower cost program in the 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. Lab fees help offset some costs, particularly for software.
2.5 Did the review of program cost result in any actions or modifications? Please explain.	The program sees an annual advisory committee meeting. 3-D drafting along with 3-D printing has been strengthened in the program.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Experienced engineers/instructors teach the CAD classes. The 3-D work is meeting modern demands. The classes have a strong lab component.

3.2 What are the identified or potential weaknesses of the program?	Cyclical enrollment patterns and job openings.

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 usually find employment as CAD technicians. The certificate is also stackable with the AAS.CAD.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	We are focusing upon 3-D drawing and modeling.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Multiple schools in the district offer CAD classes which transfer. Among these are Mattoon, Effingham, Altamont, Shelbyville, Marshall, and Paris.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	As a certificate, there is no SOE available but most students have no issue finding employment.
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.	OSHA-10 certificate and a FANUC machining certificate for those that take TEC-043 and two CIM classes as technical electives.
3.10 Is this an apprenticeship program? If so, please elaborate.	No
3.11 If applicable, please list the licensure examination pass rate.	85% or better
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This certificate is stackable with the AAS.CAD.
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 15 is the approximate average. Range can be 1:6 up 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 adjuncts would be helpful. Full time faculty participate in on-campus training and/or take part in high school recruitment/visits and 8th Grade Career Day every year.
3.16 What is the status of the current technology and equipment used for this program?	Equipment is current. The CRT.CAD would benefit from the addition of more modern 3-D printers.
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 tenured faculty. Program assessment is done 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?	Employers are very happy with the current certificate's content and graduates.
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.	More 3-D modeling and 3-D printing were added to the program along with CNC technical electives.

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 deceased in the past few years. The college and its Technology Division need to watch current enrollment trends and actively recruit more students from non-traditional sources.

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	CAD				
CIP Code	15.1302				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	9	7	9	9
Number of Completers	14	9	6	6	6
Other (Please identify)					
How does the data support the program goals? Elaborate.	Enrollment has stayed steady since Year 2. Recruitment efforts need to be adjusted. On-line classes have been added.				
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 CAD program are representative of the age and race of the district. Women still are a minority in the program.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The CRT.CAD has strong content. It enjoys excellent connections to district employers. Continued efforts to increase enrollment need to be made.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Actively recruit more students into the program.

COMPUTER AIDED DESIGN TECHNOLOGY

(AAS.CAD) ASSOCIATE IN APPLIED SCIENCE

Computer-Aided Design (CAD) is a computer graphics based tool that allows drafters, designers and engineers to develop new products faster by automating many complex and tedious design tasks. This program will provide in-depth knowledge and experience in two- and three-dimensional design and drafting. The student will work with state-of-the-art CAD and solid modeling software and hardware. Those earning this degree will be prepared for a career as a CAD designer, mechanical designer, engineering technician or CAD technician, or Architectural drafter.

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
TEC-103	Engineering Graphics	3.0
CAD-056	CAD I	2.0
CAD-058	CAD Drafting Systems	2.0
ENG-098	Communications I	3.0
CAD-060	3D Solid Modeling	3.0
	SEMESTER TOTALS	**17.0**
Second Semester		
CIS-160	Practical Software Application	3.0
CAD-057	CAD II *	3.0
CAD-059	Special Applications of CAD * +++	3.0
CAD-062	Introduction to Solidworks	2.0
--- ---	Suggested Elective	3.0
	SEMESTER TOTALS	**14.0**
	Total Program Hours	**31.0**

Suggested Electives

BCT-045	Plans and Specifications	3.0
CIM-094	Computer Integrated Manf * +++	3.0
CIM-092	Computer-Aided Manufacturing	3.0
CAD-061	3-D Parametric Design	3.0
CAD-075	Supervised Occupational Exp	3.0

* There are prerequisites, course requisites, or minimum placement test scores for this course.
+++ Course only offered spring semester
+ Course only offered fall semester
Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu
Faculty Contact: Leo Kitten
Faculty Email: lkitten@lakelandcollege.edu
Faculty Phone: 217-234-5316

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 18

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
Business Management	Cert	30	52.0299	Business Management

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.

Program Objectives What are the overarching objectives/goals of the program?	This certificate enables students to develop the skills needed for employment as management trainers, business owners and operators, sales managers and customer service representatives.
To what extent are these objectives being achieved?	Program is inactive.
Past Program Review Action What action was reported last time the program was reviewed?	

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.).	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.	

Indicator 1: Need	Response

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.	
Indicator 2: Cost Effectiveness	**Response**
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.	
Indicator 3: Quality	**Response**
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	Business Management				
CIP Code	52.0299				
	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	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ■ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Department of Corrections determined this program was no longer appropriate for the offender population.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	

Business Management

FIRST YEAR
First Semester
ATO 040	Vocational Technical Math	3.0
BGM 060	Introduction to Business	3.0
BMG 061	Business Software Applications I	3.0
BMG 062	Business Communications	3.0
BMG 063	Business Software Applications II	3.0
SEMESTER TOTAL		**15.0**

Second Semester
BMG 064	Small Business Accounting	3.0
BMG 065	Marketing	3.0
BMG 066	Management	3.0
BMG 067	Entrepreneurship	3.0
BMG 068	Business Software Applications III	3.0
SEMESTER TOTAL		**15.0**
TOTAL PROGRAM HOURS		**30.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 18

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
Culinary Arts I	Cert	14	12.0503	Culinary Arts I; Culinary Arts II

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.

Program Objectives What are the overarching objectives/goals of the program?	This program is designed for participants to receive entry level training that prepares them to confidently enter the growing food service industry.
To what extent are these objectives being achieved?	This certificate teaches practical skills and industry standards for food prep workers, cooks and servers.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum Committee reviewed and implemented changes as of Summer 2015.

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.).	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

Indicator 1: Need	**Response**

1.1 How strong is the occupational demand for the program?	The demand in the Food Industry remains high.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	IDES projects 10.7% growth between 2014-2024.
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.	Yes, the review instituted a second certificate establishing this entry level certificate. Program name changed from Food Service to Culinary Arts to follow employment trends.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 What are the costs associated with this program?	Annual cost of $515,383.32 for program at ten correctional facilities. Average cost of program is $51,383.32.
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.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Disadvantaged populations have access to hands- on training to improve future employment opportunities.
3.2 What are the identified or potential weaknesses of the program?	None.

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?	Culinary Arts provides entry- level training and students may apply for the Restaurant Management program following completion.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
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 cooking 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).	Instructors are required to have ServSafe certification through the National Restaurant Association.
3.9 Are industry-recognized credentials offered? If so, please list.	Students may receive ServSafe certification through the National Restaurant Association.
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?	N/A
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?	Annual In-Service is provided to instructors to share best practices and curriculum development ideas.
3.16 What is the status of the current technology and equipment used for this program?	Good.
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 collect information on incarcerated students after release.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.
Vacancies occurred through regular staff attrition temporarily closing classes.

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	Culinary Arts I				
CIP Code	12.0503				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	203	99	179	342	385
Number of Completers	202	193	183	392	489
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment in Culinary Arts continue to grow throughout the 5 year period. A second certificate allowed students to achieve multiple credentials.
What disaggregated data was reviewed?	Years 2013-2015 did have aggregate data available.
Were there gaps in the data? Please explain.	Vacancies occurred in 2013 and in 2016-2018.
What is the college doing to overcome any identifiable gaps?	With IDOC permission, Lake Land continues to fill vacant instructor positions statewide to ensure more students are served.
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.	Students served reflect Statewide correctional population.

Review Results

Action	■ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Culinary Arts program will continue with curriculum updates to ensure relevant skills are introduced to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Updated curriculum implemented Summer 2015.

Culinary Arts I

FIRST YEAR
First Semester

ATO 040	Vocational Technical Math	3.0
FSS 040	Intro to Culinary Professionals	4.0
FSS 041	Sanitation and Safety	3.0
FSS 051	Culinary Fundamentals	4.0
SEMESTER TOTAL		**14.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 18

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
Culinary Arts II	Cert	16	12.0503	Culinary Arts I; Culinary Arts II

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.

Program Objectives What are the overarching objectives/goals of the program?	The Culinary Arts II Certificate is designed for participants who have completed Culinary Arts I Certificate.
To what extent are these objectives being achieved?	Emphasis is placed on technical skills in cooking and baking required for a culinary professional to advance in the field.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum Committee reviewed and implemented changes as of Summer 2015.

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.).	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 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

Indicator 1: Need	**Response**

1.1 How strong is the occupational demand for the program?	The demand in the Food Industry remains high.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	IDES projects 10.7% growth between 2014-2024.
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.	Yes, the review instituted a second certificate and 4 courses classes were removed and new classes were added. Program name changed from Food Service to Culinary Arts.
Indicator 2: **Cost Effectiveness**	**Response**
2.1 What are the costs associated with this program?	Annual cost of $515,383.32 for program at ten correctional facilities. Average cost of program is $51,383.32.
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.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Disadvantaged populations have access to hands- on training to improve future employment opportunities.
3.2 What are the identified or potential weaknesses of the program?	None.

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 the semester so enrollment is continuous and consistently 15.
3.4 How does this program fit into a career pathway?	Culinary Arts provides entry- level training and students may apply for the Restaurant Management program following completion.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
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 cooking 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).	Instructors are required to have ServSafe certification through the National Restaurant Association.
3.9 Are industry-recognized credentials offered? If so, please list.	Students may receive ServSafe certification through the National Restaurant Association.
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?	N/A
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?	Annual In-Service is provided to instructors to share best practices and curriculum development ideas.
3.16 What is the status of the current technology and equipment used for this program?	Good.
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 compete an exit interview upon finishing the 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 collect information on incarcerated students after release.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.
Vacancies occurred through regular staff attrition temporarily closing classes.

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	Culinary Arts II				
CIP Code	12.0503				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	203	99	179	342	385
Number of Completers	202	193	183	392	489
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollment in Culinary Arts continue to grow throughout the 5 year period. A second certificate allowed students to achieve multiple credentials.
What disaggregated data was reviewed?	Years 2013-2015 did have aggregate data available.
Were there gaps in the data? Please explain.	Vacancies occurred in 2013 and in 2016-2018.
What is the college doing to overcome any identifiable gaps?	With IDOC permission, Lake Land continues to fill vacant instructor positions statewide to ensure more students are served.
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.	Students served reflect Statewide correctional population.

Review Results	
Action	■ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Culinary Arts program will continue with curriculum updates to ensure relevant skills are introduced to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Updated curriculum implemented Summer 2015.

Culinary Arts II

FIRST YEAR
First Semester

FSS 045	Meat, Poultry, and Fish Preparation	4.0
FSS 050	Baking I	3.0
FSS 043	Baking II	4.0
FSS 047	Food Presentation	2.0
FSS 052	Specialty Foods	3.0
SEMESTER TOTAL		**16.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 18

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
Restaurant Management I	Cert	10	52.0201	Restaurant Mgmt I; Restaurant Mgmt II

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

Program Objectives What are the overarching objectives/goals of the program?	The Restaurant Management I certificate is designed for participants to receive industry-respected training that prepares them to enter the ever growing restaurant industry.
To what extent are these objectives being achieved?	This management certificate teaches practical competencies needed to face real-world challenges in the industry.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum Committee reviewed and implemented changes as of Spring 2013.

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.).	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 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
Indicator 1: Need	**Response**
1.1 How strong is the occupational demand for the program?	The demand in the Restaurant Industry remains high.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	IDES projects 10.7% growth between 2014-2024.
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.	IDOC closed programs at 4 correctional facilities.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $63,234.15 for program at one correctional facility.
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.

Indicator 3: Quality	Response
3.1 What are the program's strengths?	Disadvantaged populations have access to hands- on training to improve future employment opportunities.
3.2 What are the identified or potential weaknesses of the program?	None.

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 the semester so enrollment is continuous and consistently 15.
3.4 How does this program fit into a career pathway?	Students may apply for the Restaurant Management program after completing the Culinary Arts program.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
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	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	Instructors are required to have ServSafe certification through the National Restaurant Association.
3.9 Are industry-recognized credentials offered? If so, please list.	Students may receive ServSafe certification through the National Restaurant Association.
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	N/A
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?	Annual In-Service is provided to instructors to share best practices and curriculum development ideas.
3.16 What is the status of the current technology and equipment used for this program?	Good.
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 the 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 collect information on incarcerated students after release.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.
Vacancies occurred through normal staff attrition with some positions eliminated.   3 programs remain closed.

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	Restaurant Management I				
CIP Code	52.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A	47	101	90	52
Number of Completers	N/A	70	109	112	100
Other (Please identify)					

How does the data support the program goals? Elaborate.	The program continues to provide students the opportunity to add stackable credentials in the culinary field.
What disaggregated data was reviewed?	Years 2013-2015 did have aggregate data available.
Were there gaps in the data? Please explain.	Vacancies occurred in 2013 and in 2015-2018. Program has only existed for 4 years.
What is the college doing to overcome any identifiable gaps?	IDOC has strategically located a new Restaurant Mgmt program at a new Life Skills Re-entry Center where offenders are 2 years or less from release.
Are the students served in this program representative of the total student population?	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?	Students served reflect Statewide correctional population.

Review Results	
Action	■ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen	The Restaurant Management program will continue with curriculum updates to ensure relevant skills are introduced to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline	Curriculum implemented Spring 2013.

Restaurant Management I

FIRST YEAR
First Semester

RMT 040	Hospitality and Restaurant Management	2.0
RMT 041	Controlling Foodservice Costs	2.0
RMT 042	Human Resource Management and Supervision	2.0
RMT 043	Principles of Food Management	2.0
HED 046	Food Service Sanitation	2.0
SEMESTER TOTAL		**10.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 18

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
Restaurant Management II	Cert	15	52.0201	Restaurant Mgmt I; Restaurant Mgmt II

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.	
Program Objectives What are the overarching objectives/goals of the program?	The Restaurant Management II certificate allows students who have completed the Restaurant Management I certificate to advance their knowledge and skills.
To what extent are these objectives being achieved?	Knowledge is gained in the areas of nutrition, purchasing, accounting, and bar and beverage management.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum Committee reviewed and implemented changes as of Spring 2013.

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.).	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 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

Indicator 1: Need	**Response**

1.1 How strong is the occupational demand for the program?	The demand in the Restaurant Industry remains high.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	IDES projects 10.7% growth between 2014-2024.
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.	IDOC closed programs at 4 correctional facilities.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $63,234.15 for program at one correctional facility.
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.
Indicator 3: Quality	**Response**
3.1 What are the program's strengths?	Disadvantaged populations have access to hands- on training to improve future employment opportunities.
3.2 What are the identified or potential weaknesses of the program?	None.

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 the semester so enrollment is continuous and consistently 15.
3.4 How does this program fit into a career pathway?	Students may apply for the Restaurant Management program after completing the Culinary Arts program.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	None.
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?	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).	Instructors are required to have ServSafe certification through the National Restaurant Association.
3.9 Are industry-recognized credentials offered? If so, please list.	Students may receive ServSafe certification through the National Restaurant Association.
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?	N/A
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?	Annual In-Service is provided to instructors to share best practices and curriculum development ideas.
3.16 What is the status of the current technology and equipment used for this program?	Good.
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 the 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 collect information on incarcerated students after release.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No.

List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.
Vacancies occurred through normal staff attrition with some positions eliminated.   3 programs remain closed.

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	Restaurant Management II				
CIP Code	52.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A	47	101	90	52
Number of Completers	N/A	70	109	112	100
Other (Please identify)					

How does the data support the program goals? Elaborate.	The program continues to provide students the opportunity to add stackable credentials in the culinary field.
What disaggregated data was reviewed?	Years 2013-2015 did have aggregate data available. Program has only existed for 4 years.
Were there gaps in the data? Please explain.	Vacancies occurred in 2013 and in 2015-2018.
What is the college doing to overcome any identifiable gaps?	IDOC has strategically located a new Restaurant Mgmt program at a new Life Skills Re-entry Center where offenders are 2 years or less from release.
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.	Students served reflect Statewide correctional population.

Review Results	
Action	■ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Restaurant Management program will continue with curriculum updates to ensure relevant skills are introduced to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Curriculum implemented Spring 2013.

Restaurant Management II

FIRST YEAR
First Semester
RMT 044	Entrepreneurship	3.0
RMT 045	Nutrition in Restaurant Management	2.0
RMT 046	Marketing in Restaurant Management	2.0
RMT 047	Bar & Beverage Management	2.0
RMT 048	Purchasing in Restaurant Management	2.0
RMT 049	Hospitality Accounting	2.0
RMT 050	Customer Service in Restaurant Management	2.0
SEMESTER TOTAL		**15.0**

ACADEMIC DISCIPLINES

Academic Disciplines

College Name:	LAKE LAND COLLEGE
Fiscal Year in Review:	2017-2018
Discipline Area:	MATHEMATICS

Review Summary

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.

Program Objectives What are the objectives/goals of the discipline?	Mathematics is a core requirement across most disciplines. It is important for students to have at the most rudimentary level of each discipline, the appropriate mathematical skill necessary. This skill is a requirement for the workforce.
To what extent are these objectives being achieved?	Coursework has been established as per degree requirements to provide necessary mathematical education. The use of course assessment data has provided faculty with an understanding of how much students are learning. Adjustments are made at the course level by lead instructors in response to available data.
How does this discipline contribute to other fields and the mission of the college?	Every discipline requires quantitative skills. Mathematics provides that training to prepare students academically and for careers. This fulfils the mission of the college in providing an *education for the lifelong needs of diverse communities that we serve.*
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Course assessment data use has been emphasized strongly and now adopted. Lead faculty are required to show how data results influence pedagogy or course revisions. A closer look at course/program retention, persistence and completion rates has just began. This provides faculty with a macro perspective to their courses and programs.

Review Analysis

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.

Indicator 1: Need	**Response**

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?	Curriculum needs are discussed cross-divisionally as well as intra-divisional within both the membership of the curriculum committee and divisions respectively. Other areas provide input ranging from admissions and records, advising, student information systems, transfer coordinator, general education committee and advisory boards etc. Institutional research also provides program coordinators and lead instructors etc. necessary supportive data.
1.2 How are students informed or recruited for this program?	Recruitment at the college level across most disciplines provides the students required to take mathematics. This effort include: career days, Laker visit days, dual credit interactions and advertising etc.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this discipline?	The cost of the program mainly faculty salaries as well as cost of textbooks to be rented to students.
2.2 What steps can be taken to offer curricula more cost-effectively?	Textbook adoption has been severely reduced considering the recent budgetary crisis. No mathematics textbook has been updated in the last 4-5 years. As financial resources improve, the division is just beginning its first round of updating books based upon discipline priority.
2.3 Is there a need for additional resources?	Investment into college wide analytical software to better and rapidly study the student success and progression in a variety of ways. Faculty development funds for conferences is in great need.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	Lake Land college offers ; 1. Online modality for numerous math courses including all general education math courses 2. Accelerated modality for general education math courses 3. Team teaching statistics and co-requisite course
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?	Division chairs and the Institutional research office analyze course retention and persistence rates and compare student success across modalities on a semester by semester basis. Results are discussed at division meetings as well as appropriate committees meetings across campus for recommendations/solutions.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Faculty are evaluated as per the Collective Bargaining Agreement. Grade distribution reports are generated by division chair when called for. However, course persistence reports are studied at the course level and not instructor level. Lead instructor reviews course assessment results from all sections taught and communicates results and potential changes to all instructors. Dual credit instructors are evaluated by faculty on the basis of submitted portfolios and also within course assessment objectives.
3.4 How does the discipline identify and support at-risk students?	This is achieved typically at the instructor level. Depending on the nature, instructors can identify students and recommend tutoring. Instructors also receive a roster of all TRIO students and students with accommodation needs within their courses (not all are at risk). Lake Land College Early Advantage Program (LEAP) is a cooperative process between Student Services and faculty to report and assist at-risk students.
3.5 To what extent is the discipline integrated with other instructional programs and services?	Mathematics education is widely integrated with instructional programs across the college. It is a core requirement across all disciplines. It is important for students to have at the most rudimentary level of each discipline, the appropriate mathematical skill necessary.
3.6 What does the discipline or department review when developing or modifying curriculum?	Direct inter-divisional and intra-divisional communication has been the most effective form of identifying, informing and responding appropriately to curricula changes. This is done both formally and informally.
3.7 When a course has low retention and/or success rates, what is the process to address these issues?	Course assessment reports from faculty and retention/persistence reports etc. from institutional research allow for informed discussions when problems are observed. These discussions and subsequent recommendations are held at division meetings and are centered at the course level.
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.	
GRIT/MINDSET of students plays a major hurdle in mathematics. COLLEGE READINESS is lacking in a vast majority of students.	

DATA ANALYSIS FOR ACADEMIC DISCIPLINES						
Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5 year longitudinal data available.						
ACADEMIC DISCIPLINE AREA	Mathematics					
COURSE TITLE	MAT-090 Math for Computer Applications					
COURSE DESCRIPTION	Covers mathematical concepts used in the computer and business field. Topics include algebra; addition, subtraction, multiplication, division of decimals and fractions; hexadecimal, binary and octal number systems. Problem solving techniques will be used to solve business-related narrative problems.					
	YEAR 1	***YEAR 2***	***YEAR 3***	***YEAR 4***	***YEAR 5***	
NUMBER OF STUDENTS ENROLLED	12	9	11	10	19	
CREDIT HOURS PRODUCED	39	27	33	30	57	
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	67	89	82	100	84	
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Non-transferable course					
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting acceptable levels of achieving learning outcomes.					
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.					
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None.					

Years are Academic (FA, SP, SU). Year 5 does not include summer 2018.

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-116 General Education Math				
COURSE DESCRIPTION	Survey of mathematical topics with emphasis on solutions to real life problems. Topics will include set theory, consumer/financial math, measurement, and statistics. Problem solving projects involving detailed written solutions will be required. Calculators and computers will be used.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	194	160	122	150	181
CREDIT HOURS PRODUCED	582	480	366	450	543
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	73	76	71	87	86
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 904	IAI M1 904	IAI M1 904	IAI M1 904	IAI M1 904
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting acceptable levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None				

Academic Disciplines Review Instrument: Program Review/FY 2017-2021

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-118 Math for Elem Teachers I				
COURSE DESCRIPTION	A course designed for Elementary Education majors. Topics include number theory, probability and statistics, development of numeration systems, sets, functions, mathematical reasoning and problem solving. Counts as general education requirement for elementary education majors when taken in sequence with MAT218.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	29	25	21	25	27
CREDIT HOURS PRODUCED	87	75	63	75	81
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	97	96	95	84	93
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Last updated before 2013				
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting excellent levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-125 Statistics				
COURSE DESCRIPTION	Application of elementary principles of descriptive statistics including frequency distribution, graphical presentation, measure of location and variation. Elements of probability, sampling techniques, binomial and normal distribution and other topics				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	337	369	392	451	436
CREDIT HOURS PRODUCED	1011	1107	1176	1353	1308
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	75	75	81	85	79
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 902	IAI M1 902	IAI M1 902	IAI M1 902	IAI M1 902
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting acceptable levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-130 College Algebra				
COURSE DESCRIPTION	Review of the real number system, radicals, equations, and exponents, relations and functions, logarithms, complex numbers, polynomials, and theory of equations. A graphing calculator is required. A graphing calculator is required. Ask instructor for calculator recommendation.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	318	299	268	234	219
CREDIT HOURS PRODUCED	954	897	804	702	657
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	73	78	76	71	76
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Last updated before 2013				
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting acceptable levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	It is important to better evaluate calculator usage and mastery prior to taking the course and during the course. A stronger alignment of calculator usage across all sections and from beginning algebra through to college algebra.				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-132 Trigonometry				
COURSE DESCRIPTION	Study of trigonometric functions, trigonometric identities, graphing, solving trigonometric equations, inverse trigonometric functions, right triangle trigonometry, application of law of sines and law of cosines, complex numbers and vectors. A graphing calculator is required. Ask instructor for calculator recommendation.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	91	91	50	38	16
CREDIT HOURS PRODUCED	273	273	150	114	48
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	75	76	84	76	69
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Last updated before 2013				
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting acceptable levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	Proper assessment of calculator usage from preceding sequential courses could contribute to better success percentages. Providing a face to face modality that will have enough students to make has been a challenge.				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-140 Algebra With Trigonometry				
COURSE DESCRIPTION	A unified study of the algebraic and trigonometric concepts needed for calculus. Credit not granted for both this course and College Algebra. A graphing calculator is required. Ask instructor for calculator recommendations.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	239	321	305	330	102
CREDIT HOURS PRODUCED	1195	1605	1525	1650	510
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	86	89	90	88	80
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	Last updated before 2013				
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting above average levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-151 C Program W/Engineering Appl				
COURSE DESCRIPTION	Introduction to the programming language C. Fundamental principles, concepts, and methods of computing with emphasis on calculus-based problem-solving techniques and applications from engineering and physical science.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	20	16	18	19	23
CREDIT HOURS PRODUCED	60	48	54	57	69
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	80	94	94	84	83
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI EGR 902	IAI EGR 902	IAI EGR 902	IAI EGR 902	IAI EGR 902
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting above average levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-210 Finite Mathematics				
COURSE DESCRIPTION	An introduction to Finite Mathematics, matrices, linear systems of equations and inequalities, linear programming, counting theory and probability.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	146	121	153	159	143
CREDIT HOURS PRODUCED	438	363	459	477	429
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	76	98	69	72	76
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 906	IAI M1 906	IAI M1 906	IAI M1 906	IAI M1 906
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting acceptable levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None, but further analysis of course assessment goals may be helpful in making a determination.				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-211 Math Analysis				
COURSE DESCRIPTION	This course covers mathematical analysis of polynomial calculus with applications to business and social sciences. It includes the mathematics of finance, techniques and applications of differentiation & integration, optimization theory and area. Graphing calculator required. Ask instructor for calculator recommendation.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	99	104	63	58	43
CREDIT HOURS PRODUCED	297	312	189	174	129
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	72	40	49	57	49
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 900	IAI M1 900	IAI M1 900	IAI M1 900	IAI M1 900
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting poor levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	A stronger alignment of curriculum from prerequisite courses may allow for stronger preparedness of students for this course.				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-218 Math for Elem Teachers II				
COURSE DESCRIPTION	The study of the concepts and theory of measurement and geometry via the problem-solving approach, using both calculators and microcomputers throughout. Designed for Elementary Education majors. Counts as general education requirement for elementary education majors when taken in sequence with MAT-118				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	28	23	18	20	20
CREDIT HOURS PRODUCED	84	69	54	60	60
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	93	83	94	95	100
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 903	IAI M1 903	IAI M1 903	IAI M1 903	IAI M1 903
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting excellent levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-241 Analytical Geom-Calc I				
COURSE DESCRIPTION	Differential and integral calculus of elementary functions of one variable, such as polynomial, rational, radical, trigonometric, inverse trigonometric, exponential and logarithmic functions, will be covered. Applications include rates of change, optimization, curve sketching and area. A graphing calculator is required. Ask instructor for calculator recommendations.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	188	176	178	190	100
CREDIT HOURS PRODUCED	940	880	890	950	500
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	82	89	88	87	75
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting above average levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	Recent faculty changes at critical pre-requisite courses may have negatively impacted students in year 5.				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-242 Analytical Geom-Calc II				
COURSE DESCRIPTION	A continuation of Calculus I with emphasis on different methods of integration and applications, L` Hôpitals Rule, Sequences, series, Power series, Taylor series and Maclaurin series. A graphing calculator is required. Ask instructor for calculator recommendations.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	36	40	37	56	37
CREDIT HOURS PRODUCED	108	120	111	168	111
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	67	75	57	48	57
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting poor levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	A stronger alignment of curriculum from prerequisite courses may allow for stronger preparedness of students for this course.				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-243 Analytical Geom-Calc III				
COURSE DESCRIPTION	A continuation of analytic geometry and Calculus II. The focus is on solid analytic geometry, vectors, partial derivatives, line, volume and surface integrals in various coordinate systems, and vector fields. A graphing calculator is required. Ask instructor for calculator recommendations.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	23	46	20	14	24
CREDIT HOURS PRODUCED	69	138	60	42	72
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	91	100	100	100	88
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting excellent levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None.				

Academic Disciplines Review Instrument: Program Review/FY 2017-2021

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-245 Differential Equations				
COURSE DESCRIPTION	Designed for pre-engineering students and others who need a working knowledge of ordinary differential equations.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	19	18	16	15	23
CREDIT HOURS PRODUCED	57	54	48	45	69
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	95	94	94	87	91
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	IAI MTH 912 IAI EGR 904	IAI MTH 912 IAI EGR 904	IAI MTH 912 IAI EGR 904	IAI MTH 912	IAI MTH 912
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting excellent levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	None				

ACADEMIC DISCIPLINE AREA	Mathematics				
COURSE TITLE	MAT-255 Linear Algebra				
COURSE DESCRIPTION	A first course in linear algebra covering linear systems, matrices, determinants, vector spaces, inner product spaces, and eigenvalues and eigenvectors, including proofs of theorems and propositions in each topic.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	16	8	15	7	13
CREDIT HOURS PRODUCED	48	24	45	21	39
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	75	100	93	71	62
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	*	IAI-MAT-911	IAI-MAT-911	IAI-MAT-911	IAI-MAT-911
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	Students are exhibiting poor levels of achieving learning outcomes.				
WHAT DISAGGREGATED DATA WAS REVIEWED?	Currently, Lake Land College does not have a system in place to provide individual student demographic information by course for faculty to review. We hope to have this available in the future. However, we do provide annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.				
WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.	Further analysis of course assessment goals may be helpful in making a determination.				

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.	1. **Analyze the overall mathematics program data and institutional student data related to mathematics courses.** 2. **Determine critical gateway courses impacting progress of students.** 3. **Determine other student related factors correlating or contributing to courses with low success rates.** 4. **Research into providing success coaches or peer coaches etc. for courses with low success rates.**
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students reaching college level math have disparate success rates depending on pre-requisite path or specific courses taken. Further nuanced studies are necessary to better understand contributing factors to performance levels. Sharing of data with specific faculty involved would be beneficial in seeking solutions. The college investment in student support and academic analytical tools will be a strong step towards understanding some of these trends to produce actionable steps to mitigate lower success rates.
Resources Needed	Investment into college wide analytical software to rapidly study and better understand the student success, trends and progression in a variety of ways.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Lead Instructor and Division Chair of the Math and Science Division.

CROSS-DISCIPLINARY REVIEW INSTRUMENTS

Remedial Math

COLLEGE NAME:	LAKE LAND COLLEGE
FISCAL YEAR IN REVIEW:	2017-2018

REVIEW SUMMARY

Program Objectives What are the objectives or goals of the program/discipline?	The remedial math initiatives and course offerings are designed primarily to assist student to navigate through their basic math perquisites necessary for college level math courses. This involves identifying the most applicable and direct course work to get them to achieve success at the college level math.
To what extent are these objectives or goals being achieved?	Identifying the appropriate math pathways for their major and then providing support for the remedial/college level course work has significantly improved the percentages of students completing remedial and college level math requirements.
How does this program contribute to other fields and the mission of the college?	About 68% of our incoming students across all disciplines required one or more levels of remedial math education. Successfully navigating this group of students through their math requirements positively impacts the retention and completion goals of the college. Remedial math education allows the college to maintain its open access mandate by accepting students with diverse levels of preparation and subsequently guiding them towards completion and graduation.

	Remedial math and English education are two academic areas that the Developmental education Task force works on. This is a multi-departmental team consisting of advisors, faculty, testing/placement personnel and institutional research members etc. This group has been involved and helped implement the following:

Prior Review Update Describe any quality improvements or modifications made since the last review period.	1. Bridging the Gap Grant:
	    a. Two Co-requisite courses for Gen Ed. Math and statistics
	    b. Summer Bridge Course that is targeted to improve college readiness for incoming freshmen
	 2. Flexible Scheduling for MAT-006 Intermediate Algebra
	 3. Developmental Education Reports
	 4. Creation of Math Pathways
	 5. Elimination of MAT-001(Pre-Algebra)

REVIEW ANALYSIS
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. Review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).	Creation of Math Pathways has allowed given non-stem students are direct and applicable route to statistics and Gen. Ed. Mathematics. These pathways are designed based upon degree requirements. Non-stem students have been given an acceleration opportunity through co-requisites as well. Despite dropping college enrollments, since Fall 2015, MAT-116 (Gen. Ed. Math) has averaged a 176% increase in enrollment, while MAT-125 (Stats) averaged a 136% increase. This is attributed to the use of co-requisite course to co-enroll more students into the two classes. MAT-006 (Int. Alg) has dropped 4.5% in enrollment during the same period. Although overall drop in enrollments may play a factor in this. Our co-requisite reports as submitted to ICCB, indicate that students in the co-requisite course are very successful at the college level math despite not completing the previous algebra requirements.
INDICATOR 2: COST EFFECTIVENESS	*RESPONSE*

2.1 What are the costs associated with this program?	The cost of the program regarding remedial mathematics is simply the cost of salaries for FT and PT faculty. The cost of tuition and fees to the student to complete remedial education has dropped from $1370 (3-levels of remediation) to $274 (co-requisite) for non-stem students. For stem students it has dropped from $1370 (3-levels of remediation) to $959(2-levels of remediation) Summer Bridge and Co-requisite development cost $16,996
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Faculty were paid for summer bridge development, co-requisite course development through the BTG grant. Salaries are paid out of the college operations budget.
2.3 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? If so, please elaborate.	Academic services will continue to pay a $750 stipend to each of the two faculty teaching the Summer Bridge Course. Materials and other associated expenses amounting to less than $500 a year, will also be absorbed by Academic services.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Lake Land College is a textbook rental institution. This offers a savings to students. Summer Bridge Course was developed with the Canvas LMS. It will be available for any faculty involved. Thus future development costs will be eliminated. The implementation of math pathways and co-requisites has not only accelerated students through remedial math, but also reduced the cost as indicated above.
2.5 Are there needs for additional resources? If so, what are they?	A greater need for college-provided calculators for stem majors in class as some students cannot do not bring calculators to class often enough.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 How is the college working with high schools to reduce remedial needs?	The VP Student services provides district high school administrators an annual District High School Graduate Placement Report with summarized placement results of their incoming freshmen class. As a division, the concept of math pathways has been communicated to high schools including the overall percentage of students testing into remedial education from the area. A summit was held between some area high school teachers and our English and Math faculty. They communicated the need and desire to know more about how their graduates place and perform here. During college visit days, the consequences of placement testing is communicated directly to students and parents by the Division Chair.

3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	Lake Land has been a state leader in this regard. We first piloted a single co-requisite statistics section in 2013. In 2015/16 we revisited co-requisites with more Stats. and Gen. Ed Math co-requisite courses. Faculty have revised and recalibrated heir pedagogy in the courses. A 3+2 model was first adopted and has found success in accelerating non-stem students through remedial coursework. Results have been presented to ICCB hosted and forums. As well as directly to ICCB.
3.3 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	Remedial Pathway is linked here and will be attached: https://www.lakelandcollege.edu/wp-content/uploads/2018/01/Math_Pathway_ALL.pdf
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Lake Land college offers ; 1. Flexible scheduling for only MAT-006 (Inter. Alg.) 2. Online modality for MAT-005 (Beg. Alg.) and MAT-006 3. Accelerated MAT-006 followed by accelerated MAT-130 (Coll. Alg.)
3.5 What innovation has been implemented or brought to this program?	Flexible scheduling with available tutoring by faculty teaching the MAT-006 has been successful in elevating the success rate of MAT-006 students over those not enrolled in flex scheduling. Math pathways has been another instrumental innovative initiative applied to remedial math education that creates an awareness of the math courses an incoming student needs to take to graduate. Prior to this, the awareness of just how many math classes one needs to take was hard to understand by the majority of the remedial population. Pre- Algebra (MAT-001) was eliminated from the placement level thus making remedial math no more than two levels.
3.6 To what extent is the program integrated with other instructional programs and services?	Remedial education is deeply integrated with student advising across the college. From counselors to mandatory faculty advisors, students encounter staff across various disciplines that use theses math pathways to better understand the math requirements for each major. Students now can understand the impact of their placement score with respect to where they fall in the pathway. An accelerated one semester course sequence of MAT-006 and MAT-130 has just been developed specifically for Agriculture Transfer students.

3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The high school summit held between college instructors and high school teachers, informed the course design of the summer bridge course. The Math and Science division has partnered opened communication channels with Lewis and Clark College, another co-requisite leader, to exchange ideas of benchmark practices.
3.8 How well are completers of remedial/developmental courses doing in related college-level courses?	About 66% of students who complete MAT-006 (Int. Alg.) with a C or better, receive a C or better in their first college math class.
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Over the last three years with travel restrictions due to budgetary constraints, there have been limited opportunities for faculty to travel for conferences on remedial math education. However, staff members have used designated professional development days to carry out reading and research on trends and practices within remedial education. Faculty have attended/presented at co-requisite summits hosted by ICCB.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.

Implementing and integrating new innovative initiatives into the existing infrastructure and process of the college can be time consuming.
The lack of a robust real-time analytics software to quickly produce needed data for key personnel involved in implementation or monitoring of initiatives college. As such

DATA ANALYSIS FOR REMEDIAL MATH
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

COURSE TITLE	MAT-001 Pre-Algebra				
COURSE DESCRIPTION	A course enabling students to review and improve math skills. Emphasis is on the following topics: fractions, decimals, percents, proportion, measurement, simple geometry, signed numbers and algebraic equations. Techniques for overcoming math anxiety will be interwoven throughout the course.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	88	47	40	0	0
CREDIT HOURS PRODUCED	264	141	120	0	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	63	60	38	0	0

Years are fiscal (SU, FA, SP). Year 5 does not include fall and summer 2018.

Data Analysis for Remedial Math

Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

Course Title	MAT-005 Beginning Algebra				
Course Description	This course is for students with little or no working knowledge of elementary algebra. Emphasis is placed on manipulative skills with real numbers, solving linear equations and inequalities and systems of equations, functions, and properties of linear functions.				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*578*	*399*	*323*	*358*	*235*
Credit Hours Produced	*1734*	*1197*	*969*	*1074*	*705*
Success Rate (% C or better) at the end of the course, Excluding Withdrawals and Audit students	*60*	*57*	*58*	*55*	*63*

Data Analysis for Remedial Math

Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

Course Title	MAT-006 Intermediate Algebra				
Course Description	This course is for students with some working knowledge of elementary algebra. Emphasis is placed on exponents, polynomials, factoring, quadratic functions, rational expressions, roots and radicals. A graphing calculator is required. Ask instructor for calculator recommendation.				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	488	424	334	301	247
Credit Hours Produced	1952	1696	1336	1204	988
Success Rate (% C or better) at the end of the course, Excluding Withdrawals and Audit students	63	60	61	66	65

Data Analysis for Remedial Math

Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

Course Title	MAT-008 Math Literacy				
Course Description	This course is an introductory course integrating numeracy, proportional reasoning, algebraic reasoning and functions. It is intended for non-math and non-science majors needing MAT 125 Statistics or MAT 116 General Education. Successful completion of this course satisfies the geometry requirement.				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	11	51	47	37	19
Credit Hours Produced	55	255	235	185	95
Success Rate (% C or better) at the end of the course, Excluding Withdrawals and Audit students	55	73	64	76	79

Data Analysis for Remedial Math

Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.

Course Title	MAT-009 -Geometry				
Course Description	This course is for students with little or no working knowledge of elementary algebra. Emphasis is placed on manipulative skills with real numbers, solving linear equations and inequalities and systems of equations, functions, and properties of linear functions.				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	10	0	0	0	0
Credit Hours Produced	27	0	0	0	0
Success Rate (% C or better) at the end of the course, Excluding Withdrawals and Audit students	60	0	0	0	0

Data Analysis for Remedial Math					
Please complete for each course reviewed as part of the Remedial Math, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
Course Title	TUT-010 Math Anxiety (Pilot co-requites courses for Gen. Ed math and Statistics.				
Course Description	1. This is a co-requisite course for MAT-116 General Education Math that will provide individualized and group instruction on pre-requisite skills and foundational knowledge needed for MAT-116 General Education Math. It is intended for students who don't assess directly into MAT-116 General Education Math. 2. This is a co-requisite course for MAT-125 Statistics that will provide individualized and group instruction on pre-requisite skills and foundational knowledge needed for MAT-125 Statistics. It is intended for students who don't assess directly into MAT-125 Statistics.				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	0	0	12	66	100
Credit Hours Produced	0	0	24	132	200
Success Rate (% C or better) at the end of the course, Excluding Withdrawals and Audit students	0	0	*	88	*
REVIEW RESULTS					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	**The remedial math student population has reduced over the last 5 years, in part due to enrollment decline. However, the changes in the last three years to the curriculum has provided a platform for acceleration through and reduction in the traditional remedial requirements across the college. A separate study is required to evaluate the impact of co-requisite offerings on accelerating remedial education.**				
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. **Analyze the impact of changes to remedial program that has occurred over the last three years (Spring 2019)** 2. **Implement 5 credit hour Gen. Ed Math and Statistics co-requisite courses at scale (Fall 2019)** 3. **Monitor impact and success rates of scaled co-requisite courses (Spring 2020-ongoing)**				

STUDENT AND ACADEMIC SUPPORT SERVICES

Student and Academic Support Services
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 **4 – 8 pages in length**.

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	
REVIEW AREA:	Career Services

Program Summary Please provide a brief summary of the function of the program.	Career Services is committed to working with students to identify and develop skills that are critical to educational, personal, and professional success, including establishing a portfolio, building transferable skills, and developing job search materials. Preparing throughout their educational experience helps students achieve their goals. The career services team includes four people, one full-time director, one full-time administrative assistant, one 29-hour per week representative, and a shared student support specialist.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	Career services continues to evaluate and revise how services are offered. Program-specific curricular offerings continue to grow and are offered in computer information systems, education, human services, administrative/office assistant, civil engineering technology, agriculture, business, and communications, nursing, and physical therapy assistant. In addition, instructional videos on resume development have been created and are posted on YouTube and are linked to from the career services webpage. The videos are generally three to five minutes long and provide an opportunity for students to learn and review information when it is most convenient for them. The Cooperative Work Study Program (CWSP) was discontinued by IBHE during the budget crisis and has recently been reestablished. Lake Land's proposal was accepted and career services began working with potential internship sites and internship students in spring 2018. Restarting the program has provided the opportunity to restructure some processes and work with new programs and divisions to offer internship opportunities. Finally, career services has completely restructured how job fairs are offered at Lake Land. Instead of offering a single job fair each spring, career services now teams up with academic divisions and departments to offer five industry-specific job fairs each academic year. The new structure has resulted in more employers and more students attending and higher satisfaction levels for all involved. Career services intends to expand this model and work with additional divisions and departments in the coming years.

What are the identified or potential weaknesses of the program?	Career services at Lake Land is charged with serving current students, alumni, community members, and all employers in its 4000 square mile district. With only 2.75 staff members it can be challenging to provide the level of service needed and desired by all constituents. In addition, it can be challenging to expand or scale up new initiatives such as the Work and Learn Program, a specialized program serving adult students who have been unemployed or underemployed, due to the time commitment needed by Career Services professionals as well as other departments and individuals across the organization. Activities related to supervised occupational experiences, internships, and employment opportunities is decentralized in departments and academic divisions across the organization. While this supports relationships between employers and academic program coordinators, it sometimes results in missed opportunities for student job seekers, graduates, and employers as the information is not shared and accessed by a larger pool of candidates. There are opportunities to utilize Career Services resources to make information more widely available.

What are the program's strengths?	Career services is staffed by dedicated, experienced professionals. The director has been in her position for 17 years, the administrative assistant for over 4 years, and the career services representative for 2 years. Everyone in career services is dedicated to providing exceptional service to all constituents and improving and creating services that help people reach their career goals. Career Services has strong relationships with instructional faculty and academic program coordinators throughout the organization. These relationships increase opportunities to work directly with students in the classroom and engage them in career preparation activities. This model delivers service directly to students and does not rely on students individually seeking assistance, which has led to steady increases in the number of students served each year. In addition, Career Services implements new services, curriculums, and initiatives aimed to meet the needs of specific populations. Specialized activities have been designed and implemented in multiple academic programs to address industry-specific needs and are evaluated and updated annually in collaboration with teaching faculty. Career Services is also involved with implementing the Work and Learn Program initiative to serve un- and underemployed adults, another example of continuous efforts to address the changing needs of the student population.
Rationale Detail all major findings resulting from the current review.	Students routinely indicate they appreciate the services they receive and that they feel better prepared for and more confident in their job search skills. Career services also works closely with instructors to evaluate all offerings and make changes as needed due to differences in students and/or emerging trends in in the job search process.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Career services will continue to work closely with employers, instructors, and students to provide exceptional service and specialized activities and initiatives to meet the needs of specific populations.

Student and Academic Support Services

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 **4 – 8 pages in length**.

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2014-2018
REVIEW AREA:	Tutoring and Testing Center
Program Summary Please provide a brief summary of the function of the program.	The mission of the Tutoring and Testing Center is to offer tutoring services that will aid in removing obstacles to learning, to oversee placement testing and assignment into the appropriate levels of college coursework, and to provide supplemental services to students with disabilities. Additionally, - we administer all exams in a quiet, professional, and courteous testing environment. - we provide personalized academic support and assistance to students in the development of skills necessary to improve academic performance and for personal satisfaction. - services are provided in such a way as to ensure responsiveness and sensitivity to individual differences in all learners.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	Several changes have occurred since the last review period, some due to college restructuring. This shift in responsibility is part of the adaptation of the College to the financial challenges in reduced state funding. At the conclusion of summer semester, 2015, the English as a Second Language program moved from under the direction of Student Services to Adult Education. As part of the college rebranding effort to enhance college name recognition, the name of our department changed from the Learning Assistance Center to the Tutoring and Testing Center in January, 2016. The Tutoring and Testing Center worked with the Marketing and Public Relations department and the IT department to update the website and student use forms. The proctoring labs, which administer exams for online courses that require testing in a proctored environment, were integrated into the Tutoring and Testing Center on July 1, 2016. In addition to the proctoring lab on the main campus, exams also are proctored at our three extension centers, the Kluthe Center in Effingham, the Western Region Center in Pana, and the Eastern Region Center in Marshall. Because the Eastern and Western region centers are located along the borders of the Lake Land College district, they are not convenient locations for the majority of our students, and test relatively small numbers of students each semester. Encouraging student utilization of the self-registration system has improved the efficiency of the process of scheduling and administering exams in the proctoring labs. The ability of students to schedule/view/reschedule their own proctoring lab test appointments has decreased the number of no shows, thereby increasing the number of available seats. This is particularly helpful and important during peak testing times. The proctoring lab on campus now also administers MOS (Microsoft Office Specialist) testing for some of our computer courses. Pearson Vue testing was also integrated into the Tutoring and Testing Center on July 1, 2016. As a Pearson Vue Test Center, we primarily administer GED exams, entrance exams for teacher education programs,

educational administration exams, and a variety of network/computer and other certification exams. Through online testing websites, individuals create accounts and schedule/reschedule/pay for exams online. Of the over 400 exams typically administered per year, approximately half are GED exams. Serving as a Pearson Vue test center provides a good campus exposure to GED candidates, who we hope will matriculate into regular college courses, and promotes Lake Land College to individuals taking other exams from the surrounding area. Pearson Vue testing is offered approximately two days per week throughout the year.

Several changes and challenges involving placement testing unrelated to college restructuring have been made since the last review period.

In June, 2015, ACT made the sudden and unexpected announcement to sunset COMPASS, their widely used placement test as of November 30, 2016, as institutions were preparing for their major platform upgrade. A college committee was formed to research options, decide on a placement test, and determine cut-off scores. On December 1, 2016, the College returned to ACCUPLACER, a College Board product, for placement testing in reading, English, and math.

Because Illinois made the decision to move from ACT to SAT as the annual statewide college entrance exam administered to all high school juniors, the College also determined SAT cut-off scores in reading, English, and math ahead of receiving these spring 2017 SAT score submissions.

College Board has implemented a major redesign of the Classic ACCUPLACER exams to closely align with their updated SAT exam and to state college and career readiness standards, competencies, and pathways. As a result, we are currently working to determine cut-off scores and adopt ACCUPLACER Next Generation placement tests during the fall of 2018 ahead of the sunset of Classic ACCUPLACER in January, 2019.

	With the addition our two Admissions Representatives who routinely visit our in-district high schools, they now also administer the placement test to dual credit hopeful students and to seniors planning to attend Lake Land College at those locations during school visits. In addition to administering the basic college placement test battery of reading, English, and math, Pearson Vue testing, and proctoring tests/quizzes for online courses already discussed, the Tutoring and Testing Center offers the following services: - Tutoring in college courses - Supplemental services for students with disabilities - Administration of pre-nursing exams - distance learning test proctoring - CLEP testing - Basic skills courses in memory, test taking, and computer anxiety - At the request of our automotive instructors, since 2013, we have administered the ASE Automotive Certification exams once or twice each year, eliminating the need for students to travel to test elsewhere. - In 2015, we began partnering with the Illinois State Police Merit Board to offer a more regional test site for applicants who desire to become an Illinois State Trooper. The Tutoring and Testing Center offers tutorial assistance in most college courses, and tutoring is free. Most tutoring is done on an appointment basis. Students may set up a session or two as needed, or may establish standing weekly appointments. Walk in math tutoring is offered 10 a.m. – 2 p.m. daily, MTWRF, during the fall and spring semesters. Supplemental services often utilized by students with qualifying disabilities in the Tutoring and Testing Center include extended time on tests, test readers, test scribe, and alternate test setting (quiet room).

	We continue to work to expand services to extension centers, and currently tutors are available at the Kluthe Center in Effingham on a limited basis. The trend continues toward utilizing more paid peer tutors and less degreed individuals.
What are the identified or potential weaknesses of the program?	There have been several significant and time consuming changes in placement testing in a short amount of time, with the discontinuation of ACT's COMPASS, the return to ACCUPLACER and the required changes as we prepare for ACCUPLACER Next Generation tests, and the switch from SAT to SAT for Illinois high school juniors.

No concordance tables exist for comparison purposes between all the tests, so institutions are required to establish their own individual cut off scores. There is talk of statewide cut-off scores, which would be helpful and most appreciated at the beginning of all this work. Statewide cut-off scores, if established at the end of the process, would cause extra work and frustration to multiple departments at each institution.

As students are more online and less physically on campus, they are more difficult to reach, less engaged with the college, and less likely to seek out or take advantage of college services offered. Statewide trends continue to show a decrease in enrollment. As a result of decreasing enrollment and a greater proportion of students enrolled in online courses, foot traffic on campus has substantially decreased, which has negatively affected the number of students we serve. |
| What are the program's strengths? | The Tutoring and Testing Center is committed to providing excellent customer service and being sensitive to the needs of our students and individuals that we serve. We are accommodating to individual schedules whenever possible and go above and beyond on a regular basis. |

Rationale Detail all major findings resulting from the current review.	The integration of the proctoring labs and Pearson Vue testing into the Tutoring and Testing Center allow us to serve more students and area nonstudents. Because adjunct instructors are also occasionally hired as tutors, decreasing enrollment has eliminated some adjunct instructor positions. As a result, there is a constant need to recruit, hire, utilize, and replace student tutors.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Continued use of recruiters from the Admissions and Records Office to administer dual credit placement testing and testing for high school seniors expands our outreach into the high schools. Promotion of the services offered by the Tutoring and Testing Center through social media and on handouts provided to all new students during placement testing and new student orientation will increase awareness. We look forward to opportunities to better serve students and collaborate with faculty and staff to improve the Lake Land College experience.