LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2019

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:	2019
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
Career and Technical Education	3-130
Academic Disciplines	131-214
Cross-Disciplinary Instruction	215-226
Student and Academic Support Services	227-232
Prior Review Supplemental Information	N/A
Other Attachments As Necessary	N/A

CAREER AND TECHNICAL EDUCATION

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	FY 2019

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*
Accounting	Degree	62	520301	

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 prepare students for entry-level positions in the accounting field such as a general accountant for a small business or as an accounting clerk in a more specialized area of a large business such as accounts payable, accounts receivable, or payroll.
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. The list attached is effective beginning in Fall 2019. There is only one change from 2018 to 2019 – the deletion of BUS 120 Business Career Development.
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 occupational outlook is bright indicating there will be rapid growth and a need for accounting personnel in the next few years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has increased over the past five years. Demand is expected to decrease 3%.
1.3 What is the district and/or regional need?	The demand for accounting personnel is expected to decrease 3%.
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 College 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 Accounting programs in the Business Division. Accounting consumes 1/6 of the overall Business Division operating budget, or $2,639.50, which is allocated for supplies, printing, and copying for Accounting programs. Perkins funding is used to provide for professional development activities and travel for Accounting faculty, as well as, purchases for occasional equipment needs, and accounting software.
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, none noted.

INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Students take a capstone course in a simulated office lab where they learn how to use many types of office equipment and software and where they apply what they have learned in their accounting classes. Students have the opportunity to 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 are well equipped to be employed in the accounting field. For students who wish to pursue a bachelor's degree, this program feeds into a number of 2+2 programs at colleges and universities in various states.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Students take a capstone course in a simulated office lab where they learn how to use many types of office equipment and software and where they apply what they have learned in their accounting classes.
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. This year the following schools are offering dual credit classes: BUS 142 – Effingham, Charleston, Pana, & Mattoon BUS 095 – Kansas BUS 141 – Charleston & Mattoon BUS 200 – Effingham CIS 160 - Shelbyville
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students have the opportunity to take BUS-087 Accounting Internship.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	No
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.ACC program for FY 2015-2018 ranged from a low enrollment of 65 to a high enrollment of 72, with an average enrollment of 69 students. The number of faculty teaching courses unique to the AAS. ACC program during FY 2015-2018 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 32.5-36 students. The average faculty to student ratio is 1 faculty member for every 34.3 students.
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Faculty members participate in meetings and conferences offered by the following professional organizations: EIBEA, IBEA, NBEA, IACTE. Instructors have the opportunity to attend workshops to earn continuing professional development units on- or off-campus in addition to local, state, and national affiliation conferences.

3.16 What is the status of the current technology and equipment used for this program?	The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.
3.17 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program and the program coordinator participates in this program to evaluate each class each semester and the program as a whole each year.
3.18 How satisfied are students with their preparation for employment?	Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment
3.19 How is student satisfaction information collected?	Student satisfaction information is collected from these sources: • 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	ACCOUNTING AAS.ACC				
CIP CODE	520301				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	73	75	72	69	65
NUMBER OF COMPLETERS	21	10	10	14	10
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?	WE CONTINUALLY EXPLORE AND EXPAND MARKETING AND RECRUITMENT EFFORTS.
Are the students served in this program representative of the total student	THE STUDENTS WHO ATTEND THE COLLEGE ARE 50.3% MALE, 49.7% FEMALE, 88.2% WHITE AND 91% IN-DISTRICT. YES. THIS IS REFLECTIVE OF THIS PROGRAM

population? Please explain.	
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 THAT THERE ARE MORE FEMALE STUDENTS THAN MALE.
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 accounting field. Room for improvement always exists. We will continue to speak with employers during internship visits and consult with our advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY. EVALUATE ASSESSMENT DATA TO INCORPORATE CURRICULUM CHANGES ANNUALLY. VISIT INTERNS EACH SEMESTER TO GET FEEDBACK FROM THE SPONSORING EMPLOYER.

Associate in Applied Science Degree – Accounting – AAS.ACC

The Accounting program prepares students for entry-level positions in the accounting field. The graduate can become a general accountant for a small business or choose a specialized area in a large company such as a clerical position in accounts receivable, accounts payable, or payroll. Employment opportunities exist in small businesses, large businesses, public accounting firms, industry, non-for-profit organizations and governmental agencies.

Program requirements may change over time. Specific degree/graduation requirements are determined by the student's degree audit.

First Year 1st Semester		Semester Hours
_____ BUS-095	Fundamentals of Accounting	3
_____ BUS-142	Introduction to Business	3
_____ CIS-160	Practical Software Applications*	3
_____ BUS-094	Business Math	3
_____ ENG-095 *or* ENG-120	Business English *or* Composition I*	3
	Total	**15**
First Year 2nd Semester		
_____ BUS-151	Financial Accounting *	3
_____ ECO-130 *or* ECO-231	The American Economy *or* Principles of Economics I	3
_____ BUS-251	Principles of Management	3
_____ BUS-200	Legal Environment of Business	3
_____ CIS-093	Access	2
_____ HED - --- or PED- --- SFS 101	Health Elective *or* Physical Education Elective *or* Strategies for Success	2
	Total	**16**
Second Year 1st Semester		
_____ BUS-098	Intermediate Accounting *	3
_____ BUS-152	Managerial Accounting *	3
_____ BUS-141	Business Communications *	3
_____ BUS-086	Statistics for Business +	3
_____ CIS-094	Excel	2
_____ -- ---	General Education Elective	2
	Total	**16**
Second Year 2nd Semester		
_____ BUS-099	Computerized Accounting *	3
_____ BUS-096	Federal Tax Accounting	3
_____ BUS-097	Principles of Cost Accounting *	3
_____ BUS-060	Automated Office Procedures * +++	3
_____ BUS-087 *or* BUS/CIS---	Accounting Internship * *or* BUS/CIS Elective	3
	Total	**15**
Total Program Hours		**62**

* There is a prerequisite for this course

+ Course offered in the fall only
+++ Course offered in the spring only

Career & Technical Education	
COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	FY 2019

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*
Accounting	Cert	32	520301	

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 prepare students to provide technical administrative support to professional accountants and other financial management personnel. All courses apply to the AAS degree in accounting.
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 occupational outlook is bright indicating there will be rapid growth and a need for accounting personnel in the next few years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has increased over the past five years. Demand is expected to decrease 3%.
1.3 What is the district and/or regional need?	The demand for accounting personnel is expected to decrease 3%.
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 College 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 Accounting programs in the Business Division. Accounting consumes 1/6 of the overall Business Division operating budget, or $2,639.50, which is allocated for supplies, printing, and copying for Accounting programs. Perkins funding is used to provide for professional development activities and travel for Accounting faculty, as well as, purchases for occasional equipment needs, and accounting software.
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, none noted.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Students take courses which strengthen not only their accounting skills but also their math, technology, and communication skills.

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. It is possible to complete the entire program online.
3.4 How does this program fit into a career pathway?	Students are well equipped to be employed in the accounting field.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Students choose among several accounting electives to tailor the certificate to what they want to specialize in, for example, cost accounting, computerized accounting or federal tax accounting.
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. This year the following schools are offering dual credit classes: BUS 142 – Effingham, Charleston, Pana, & Mattoon BUS 095 – Kansas BUS 141 – Charleston & Mattoon BUS 200 – Effingham CIS 160 - Shelbyville
3.7 What work-based learning opportunities are available and integrated into the curriculum?	n/a
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	n/a
3.9 Are industry-recognized credentials offered? If so, please list.	No
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?	All courses in the program apply to the associate's degree in accounting. 2+2 articulations are in place with a variety of colleges and universities in the area for student who wish to pursue a bachelor's degree.
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 CRT.ACC program for FY 2015-2018 ranged from a low enrollment of 13 to a high enrollment of 16, with an average enrollment of 14 students. The number of faculty teaching courses unique to the CRT. ACC program during FY 2015-2018 was 2. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 6.5-8 students. The average faculty to student ratio is 1 faculty member for every 7 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	ACCOUNTING CRT.ACC				
CIP CODE	520301				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	18	15	16	13	13
NUMBER OF COMPLETERS	7	12	18	20	21
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals? Elaborate.	THE GENERAL PROGRAM GOAL IS TO PROVIDE SPECIFIC TRAINING WHICH LEADS TOWARD EMPLOYMENT. 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?	WE CONTINUALLY EXPLORE AND EXPAND 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 50.3% MALE, 49.7% FEMALE, 88.2% WHITE AND 91% IN-DISTRICT. YES. THIS IS REFLECTIVE OF THIS PROGRAM.
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 THAT THERE ARE MORE FEMALE STUDENTS THAN MALE.
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 accounting field. Room for improvement always exists. We will continue to consult with our advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY. EVALUATE ASSESSMENT DATA TO INCORPORATE CURRICULUM CHANGES ANNUALLY.

Accounting Certificate – CRT.ACC

The Certificate in Accounting program prepares students to provide technical administrative support to professional accountants and other financial management personnel. All courses satisfactorily completed in this certificate program will apply to the associate in applied science degree with a major in Accounting.
Program requirements may change over time. Specific degree/graduation requirements are determined by the student's degree audit.

First Year 1st Semester		Semester Hours
_____ BUS-095	Fundamentals of Accounting	3
_____ BUS-094 or MAT 116 or higher	Business Math or Math Elective	3
_____ BUS-142	Introduction to Business	3
_____ CIS-160	Practical Software Applications*	3
_____ BUS-141 *or* ENG- ---	Business Communications * *or* English Elective	3
	Total	**15**
First Year 2nd Semester		
_____ BUS-151	Financial Accounting *	3
_____ BUS - ---	Elective: BUS 096, BUS 097 *, BUS 098 *, BUS 099 *, *or* BUS 152 *	3
_____ BUS-200 or BUS 251	Legal Environment of Business or Principles of Management	3
_____ ECO-130 *or* ECO-231	The American Economy *or* Principles of Economics I	3
_____ BUS/CIS- ---	Business or CIS Elective	2
	Total	**14**
Summer Semester		
_____ BUS- ---	Elective: BUS 096 *, BUS 097 *, BUS 098 *, BUS 099 *, *or* BUS 152 *	3
	Total	**3**
Total Program Hours		**32**

*There is a prerequisite for this course

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 2019

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*
Electronic Marketing	CERT	24	520208	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?	The certificate in Electronic Marketing trains students to effectively market an organization and its products through its website and social media presence.
To what extent are these objectives being achieved?	This certificate has been successful in training students for employment in their target field. All of the established goals are reviewed on an annual basis and have been consistently achieved.
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 coordinator uses program assessment data to initiate improvements to the curriculum.

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.	N/A
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The occupational outlook is favorable, indicating there will be rapid growth and a need for e-marketing personnel in the next few years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has increased over the past five years. Demand is expected to increase by 7 percent nationally and 9 percent in Illinois in the next five years.
1.3 What is the district and/or regional need?	While local demand is not as high as it is nationally, marketing occupations will increase 3 percent within the region.
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 College 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 sponsors 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 Management/Marketing programs in the Business Division. Management/Marketing consumes 1/6 of the overall Business Division operating budget, or $2,639.50, which is allocated for supplies, printing, and copying for Management/Marketing programs. Perkins funding is used to provide for professional development activities and travel for Management/Marketing faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions were taken.

INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Students take a broad range of courses that strengthen not only their marketing skills, but also their knowledge of online and social media technologies. This exposure prepares our graduates for a wide range of careers.
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 to assist businesses with their social media efforts. 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 courses associated with this program are offered in both traditional and online classes. Students can choose to complete the entire program online, in the traditional classroom, or a combination of both options.
3.4 How does this program fit into a career pathway?	All of the courses required for the certificate program can be applied to the AAS in Marketing or Management degrees. In addition, there are now 2+2 programs at different colleges and universities for those students looking to pursue a bachelor's degree. For those student who do not wish to pursue further education, the courses that comprise the certificate program will prepare them well for a career in e-marketing.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Students choose among several management electives to tailor the certificate to an area they want to specialize, including online retailing or Web page development.
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. This year the following schools are offering dual credit classes: BUS 142 – Effingham, Charleston, Pana, and Mattoon CIS 160 - Shelbyville
3.7 What work-based learning opportunities are available and integrated into the curriculum?	N/A

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	No
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?	All courses in the program apply to the associate's degree in Marketing. 2+2 articulations are in place with a variety of colleges and universities in the area for students who wish to pursue a bachelor's degree.
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 CRT.EMKT program for FY 2015-2018 has averaged about 1 student per semester (Range 0 to 2 students during this period). The number of faculty teaching courses unique to the CRT.EMKT program during FY 2015-2018 was 1. Based on the preceding data, the average faculty to student ratio for this program is 1 faculty per 1 student.
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 and 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	ELECTRONIC MARKETING – CRT.EMKT				
CIP CODE	520208				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	0	1	1	1	1
NUMBER OF COMPLETERS	1	0	1	0	0
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	THE GENERAL PROGRAM GOAL IS TO PROVIDE SPECIFIC TRAINING WHICH LEADS TOWARD EMPLOYMENT. 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?	DUE TO COLLEGE-WIDE ENROLLMENT ISSUES, WE CONTINUALLY EXPLORE AND EXPAND 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 50.3% MALE, 49.7% FEMALE, 88.2% WHITE AND 91% IN-DISTRICT. YES. THIS IS REFLECTIVE OF THE STUDENTS THAT HAVE ENROLLED IN THIS PROGRAM OVER THE YEARS.

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 THAT THERE ARE MORE FEMALE STUDENTS THAN MALE.
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 MARKETING FIELD. ROOM FOR IMPROVEMENT ALWAYS EXISTS. WE WILL CONTINUE TO CONSULT WITH OUR ADVISORY COUNCIL MEMBERS.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	• CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY. • EVALUATE ASSESSMENT DATA EACH SEMESTER TO INCORPORATE CURRICULUM CHANGES ANNUALLY. • INTERVIEW STUDENTS AND RECENT GRADUATES EACH SEMESTER TO ASSESS THEIR FEEDBACK REGARDING THE EFFECTIVENESS OF THE PROGRAM.

ELECTRONIC MARKETING
(CRT.EMKT) CERTIFICATE

This certificate in Electronic Marketing trains students to effectively market an organization and its products through its website, e-mail, wireless communication, and social media efforts. The program will highlight strategies for drawing more traffic to a firm's website, increasing online revenues, and enhancing the organization's reputation. All courses satisfactorily completed in this certificate program will apply to the associate in applied science degree with a major in marketing or management.

First Year 1st Semester		Semester Hours
_____ CIS-099	Web Page Design*	3
_____ BUS-142	Introduction to Business	3
_____ CIS-160	Practical Software Applications*	3
_____ BUS-247	Principles of Marketing	3
	Total	**12**
First Year 2nd Semester		
_____ BUS-090	Principles of Retailing ++++	3
_____ BUS-091	Principles of Advertising ++++	3
_____ BUS-134	Principles of E-Commerce	3
_____ CIS-100	Advanced Web Page Design*	3
	Total	**12**
Total Program Hours		**24**

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

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 2019

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*
Management	CERT	18	520201	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?	The certificate in Management program prepares students for entry level positions in supervision and management. Current employees can use this program to prepare for upward mobility and skill development.
To what extent are these objectives being achieved?	This certificate has been successful in training students for employment in their target field. All of the established goals are reviewed on an annual basis and have been consistently achieved.
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 coordinator uses program assessment data to initiate improvements to the curriculum.

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.	N/A
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	The occupational outlook is favorable, indicating there will be rapid growth and a need for management personnel in the next few years.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has increased over the past five years. Demand is expected to increase by 9 percent nationally and 8 percent in Illinois in the next five years.
1.3 What is the district and/or regional need?	While local demand is not as high as it is nationally, management occupations will increase 2 percent within the region.
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 College 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 sponsors 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 Management/Marketing programs in the Business Division. Management/Marketing consumes 1/6 of the overall Business Division operating budget, or $2,639.50, which is allocated for supplies, printing, and copying for Management/Marketing programs. Perkins funding is used to provide for professional development activities and travel for Management/Marketing faculty.
2.2 How do costs compare to other programs on campus?	This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus.
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college allocates money to college divisions through the budgetary process. The college's money comes from local funds, state appropriations, and tuition and fees. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund.
2.4 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No actions were taken.

INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Students take a broad range of courses that strengthen not only their management skills, but also their accounting, marketing, and communication skills. This exposure prepares our graduates for a wide range of careers.
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 courses associated with this program are offered in both traditional and online classes. Students can choose to complete the entire program online, in the traditional classroom, or a combination of both options.
3.4 How does this program fit into a career pathway?	All of the courses required for the certificate program can be applied to the AAS in Management degree. In addition, there are now 2+2 programs at different colleges and universities for those students looking to pursue a bachelor's degree. For those student who do not wish to pursue further education, the courses that comprise the certificate program will prepare them well for a career in management.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	Students choose among several management electives to tailor the certificate to an area they want to specialize, including human resource management, labor relations, or retail management.
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. This year the following schools are offering dual credit classes: BUS 142 – Effingham, Charleston, Pana, and Mattoon BUS 089 – Effingham, Charleston, Dieterich, and Mattoon CIS 160 - Shelbyville BUS 200 – Effingham
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students have the option of completing a Management Internship in order to satisfy the three credit-hour Career Elective portion of 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).	N/A
3.9 Are industry-recognized credentials offered? If so, please list.	No
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?	All courses in the program apply to the associate's degree in Management. 2+2 articulations are in place with a variety of colleges and universities in the area for students who wish to pursue a bachelor's degree.
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 NDP.MGT program for FY 2015-2018 ranged from a low enrollment of 18 to a high enrollment of 37, with an average enrollment of 28 students. The number of faculty teaching courses unique to the NDP.MGT program during FY 2015-2018 was 1. Based on the preceding data, the range of faculty to student ratio is 1 faculty per 18 - 37 students. The average faculty to student ratio is 1 faculty member for every 28 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 and 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	MANAGEMENT – NDP.MGT				
CIP CODE	520201				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	24	20	18	25	37
NUMBER OF COMPLETERS	19	28	24	24	29
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?	DUE TO COLLEGE-WIDE ENROLLMENT ISSUES, WE CONTINUALLY EXPLORE AND EXPAND 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 50.3% MALE, 49.7% FEMALE, 88.2% WHITE AND 91% IN-DISTRICT. YES. THIS IS REFLECTIVE OF THIS PROGRAM.
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 THAT THERE ARE MORE FEMALE STUDENTS THAN MALE.
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 MANAGEMENT FIELD. ROOM FOR IMPROVEMENT ALWAYS EXISTS. WE WILL CONTINUE TO CONSULT WITH OUR ADVISORY COUNCIL MEMBERS.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	• CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY. • EVALUATE ASSESSMENT DATA EACH SEMESTER TO INCORPORATE CURRICULUM CHANGES ANNUALLY. • INTERVIEW STUDENTS AND RECENT GRADUATES EACH SEMESTER TO ASSESS THEIR FEEDBACK REGARDING THE EFFECTIVENESS OF THE PROGRAM.

MANAGEMENT

(NDP.MGT) CERTIFICATE

The certificate in Management program prepares students for entry level positions in supervision and management. Employees can use this program to prepare for upward mobility and/or update management and supervisory skills. All courses satisfactorily completed in this certificate program will apply to the associate in applied science degree with a major in management.

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 YEAR		
First Semester		**Hours**
BUS-089	Small Business Management or	
BUS-142	Introduction to Business	3.0
BUS-290	Human Resource Management *	3.0
BUS-251	Principles of Management	3.0
BUS-200	Legal Environ/Business	3.0
CIS-160	Practical Software Application	3.0
--- ---	Career Elective **	3.0
	SEMESTER TOTALS	**18.0**
	TOTAL PROGRAM HOURS	**18.0**

* There are prerequisites, course requisites, or minimum placement test scores for this course.
** Electives must be approved by the Program Coordinator

Career & Technical Education				
College Name:	Lake Land College			
Fiscal Year in Review:	2019			
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 Numerical Control Operator a.k.a. CNC operator	**Cert**	**16**	**48.0599**	
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 CNC (Computer Numerical Control) Operator certificate program is designed to provide students with the skills necessary to gain entry level employment in the metal working or wood working industry. Students learn: blueprint reading, shop mathematics, machine tool theory, inspection and quality control, and CNC operations.			
To what extent are these objectives being achieved?	The program meets these objectives			
Past Program Review Action What action was reported last time the program was reviewed?	None located			

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 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?	Nationwide the demand low. Local demand appears low.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth for this career field is 1.5%.
1.3 What is the district and/or regional need?	Several manufactures in the area employ CNC operators. Employers can often increase the number of machines an operator can run rather than hire more operators. Demand is low.
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.	No

INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***
2.1 What are the costs associated with this program?	Low
2.2 How do costs compare to other programs on campus?	Average for this type of certificate
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, 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.	No
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Skills taught are valuable in a variety of manufacturing jobs.
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses lack of perceived value to students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	Certificate will lead to employment as an entry-level CNC operator
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A

3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Supervised Occupation Experience (S.O.E) and INS-200 (internships) classes are available.
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).	Industrial certification is not required
3.9 Are industry-recognized credentials offered? If so, please list.	OSHA-10, Fanuc CNC Mill and Turn Programming
3.10 Is this an apprenticeship program? If so, please elaborate.	It is not an apprenticeship
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?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range is approximately 6-20. Average is 10
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Professional development in the colleges LMS Canvas is available. Instructors may also self-select professional development and training.

3.16 What is the status of the current technology and equipment used for this program?	Current equipment status is adequate but State budget cuts in the last few years had not allowed for much modernization
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?	N/A Not enough students
3.19 How is student satisfaction information collected?	None is being collected
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committees.
3.21 How often does the program advisory committee meet?	Advisory committees meet a minimum of once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	Not enough students
3.23 How is employer satisfaction information collected?	None is being collected
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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	**Plastics Manufacturing technician Cert**				
CIP CODE	*15.0613*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*2*	*3*	*1*	*0*	*0*
NUMBER OF COMPLETERS	*1*	*2*	*0*	*0*	*0*
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	*NOT ENOUGH STUDENTS TO EVALUATE*
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.	*NOT ENOUGH STUDENTS TO EVALUATE*
Are the students served in this program representative of the district population? Please explain.	*NOT ENOUGH STUDENTS TO EVALUATE*

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.	Enrolment is low, however, the cost is low as well. Eliminating the program would not reduce departmental costs. Keep the program could result in additional revenue and enable a student to enter this career field.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	*NONE*

CNC OPERATOR

(NDP.CNCO) CERTIFICATE

The CNC (Computer Numerical Control) Operator certificate program is designed to provide students with the skills necessary to gain entry level employment in the metal working or wood working industry. Students learn: blueprint reading, shop mathematics, machine tool theory, inspection and quality control, and CNC operations using state of the art equipment. Career opportunities include entry-level CNC operator. Upon completion, students also receive industry recognized certificates in Fanuc CNC Mill and Turn Programming and OSHA 10 hour Safety.

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 YEAR		
First Semester		**Hours**
TEC-040	Blueprint Reading/Industry I	2.5
TEC-043	Industrial Safety	1.0
TEC-050	Technical Math I	2.0
TEC-070	Properties of Metal	2.5
WEL-056	Metal Cutting and Fabrication	2.0
MTT-050	Intro to Machining Procedures (Module 1)	3.0
CIM-060	CNC Machining *	3.0
	SEMESTER TOTALS	**16.0**
	TOTAL PROGRAM HOURS	**16.0**

* 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: Kris Kersey
Faculty Email: kkersey@lakelandcollege.edu
Faculty Phone: 217-234-5304

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2019

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 Numerical Control programmer a.k.a. CNC programmer	**Cert**	**17**	**48.051**	

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 CNC (Computer Numerical Control) Operator certificate program is designed to provide students with the skills necessary to gain entry level employment in the metal working or wood working industry. Students learn: blueprint reading, shop mathematics, machine tool theory, inspection and quality control, and CNC operations.
To what extent are these objectives being achieved?	The program meets these objectives
Past Program Review Action What action was reported last time the program was reviewed?	None located

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 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?	Nationwide the demand low. Local demand appears low.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth for this career field is 2.3%.
1.3 What is the district and/or regional need?	Several manufactures in the area employ CNC operators. 1 programmer can usually program several machines so large increases in CNC machines must happen for additional programmers to be needed. Demand is low.
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.	No
INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***
2.1 What are the costs associated with this program?	Low

2.2 How do costs compare to other programs on campus?	Average for this type of certificate
2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, 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.	No
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	Skills taught are valuable in a variety of local, and regional manufacturing jobs.
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses lack of perceived value to students.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	Certificate will lead to employment as an entry-level CNC programmer
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	Not at this time
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Supervised Occupation Experience (S.O.E) and INS-200 (internships) classes are available.

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).	Industrial certification is not required
3.9 Are industry-recognized credentials offered? If so, please list.	OSHA-10, Fanuc CNC Mill and Turn Programming
3.10 Is this an apprenticeship program? If so, please elaborate.	It is not an apprenticeship
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?	No
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Range is approximately 6-20. Average is 10
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Professional development in the colleges LMS Canvas is available. Instructors may also self-select professional development and training.
3.16 What is the status of the current technology and equipment used for this program?	Current equipment status is adequate but State budget cuts in the last few years had not allowed for much modernization
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?	N/A Not enough students

3.19 How is student satisfaction information collected?	None is being collected
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committees.
3.21 How often does the program advisory committee meet?	Advisory committees meet a minimum of once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	Not enough students
3.23 How is employer satisfaction information collected?	None is being collected
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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	**Plastics Manufacturing technician Cert**				
CIP CODE	*15.0613*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*1*	*0*	*2*	*0*	*0*
NUMBER OF COMPLETERS	*0*	*0*	*0*	*0*	*0*
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals?	*NOT ENOUGH STUDENTS TO EVALUATE*				

Elaborate.	
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.	*NOT ENOUGH STUDENTS TO EVALUATE*
Are the students served in this program representative of the district population? Please explain.	*NOT ENOUGH STUDENTS TO EVALUATE*
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.	Enrolment is low, however, the cost is low as well. Eliminating the program would not reduce departmental costs. Keeping the program could result in additional revenue and enable a student to enter this career field.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	*NONE*

CNC PROGRAMMER

(NDP.CNCP) CERTIFICATE

The CNC (Computer Numerical Control) Programmer certificate program is designed to provide students with the skills necessary to gain entry level employment in the metal working or wood working industry. It is recommended that students complete the CNC Operator certificate before enrolling in the CNC programmer certificate program. Students learn: blueprint reading, Computer Aided Drafting, shop mathematics, machine tool theory, inspection, quality control and CNC programming using state of the art equipment. Career opportunities may include entry-level CNC programmer or operator. Upon completion, students also receive industry recognized certificates in Fanuc CNC Mill and Turn Programming and OSHA 10 hour Safety.

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 YEAR		
First Semester		**Hours**
CAD-056	CAD I	2.0
CIM-044	Industrial Robotics	2.0
CIM-092	Computer-Aided Manufacturing	3.0
CIM-060	CNC Machining *	3.0
CIM-075	Supervised Occupational Experi *	3.0
TEC-052	Technical Math II *	2.0
--- ---	Technical Electives	2.0
	SEMESTER TOTALS	**17.0**
	TOTAL PROGRAM HOURS	**17.0**

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

SUGGESTED ELECTIVES		
WEL-056	Metal Cutting and Fabrication *	2.0
SPE-111	Intro to Speech Communication	3.0
CAD-062	Introduction to Solidworks	2.0
HED-178	Responding to Emergencies	2.0

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:	2019

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*
Heating, Ventilating, Air Conditioning and Refrigeration (HVAC)	**CRT**	**69**	47.0201	

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 prepares students to gain entry level employment in the HVAC industry. Students learn skills in installation, repair, and maintenance of commercial and residential heating and cooling units.
To what extent are these objectives being achieved?	The program does well in providing students with the wide range skills and knowledge needed to enter the installation, repair and maintenance field.
Past Program Review Action What action was reported last time the program was reviewed?	No previous program recommendations were located.

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 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?	Nationwide the demand is higher than average. Local demand seems above average
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth for this career field is 15%.
1.3 What is the district and/or regional need?	Local demand for HVAC graduates appears to be high based on recent Technology Job fairs, current job openings and employer recruiting efforts at the college.
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.	No
INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***
2.1 What are the costs associated with this program?	Approximate cost for faculty and supplies are $70,000
2.2 How do costs compare to other programs on campus?	It has an above average cost compared to other Technology division certificate programs on campus.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, 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.	No
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	The program has a very strong support from local distributers.
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses is faculty experience level in installation and maintenance of consumer HVAC systems
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	This career path trains students for successful employment as an employee in the HVAC field or as self-employed.
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.	Not at this time
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Supervised Occupational Experience and INS-200 classes are available.

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).	None
3.9 Are industry-recognized credentials offered? If so, please list.	Section 608 Certification from the EPA
3.10 Is this an apprenticeship program? If so, please elaborate.	It is not an apprenticeship
3.11 If applicable, please list the licensure examination pass rate.	None
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?	Conner and Company
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Classes range between 6-20 students with an average of around 12 students
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Professional development in the colleges LMS Canvas is available. Instructors may also self-select professional development and training.
3.16 What is the status of the current technology and equipment used for this program?	Current equipment status is good. Most equipment is brand new.
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?	Periodic 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?	Advisory committees meet a minimum of once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	N/A.
3.23 How is employer satisfaction information collected?	Yearly informal employer satisfaction surveys.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Review/Improve the employer feedback process.

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	Heating, Ventilating, Air Conditioning and Refrigeration (HVAC)				
CIP CODE	47.0201				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*18*	*14*	*11*	*16*	*23*
NUMBER OF COMPLETERS	*6*	*4*	*6*	*5*	*7*
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	Number of Students enrolled have risen for the last 3 years; graduations appear to be stable.
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.	*NONE*
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.	With the exception of women. Yes. The students in the HVAC program are representative of the age and race of 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's content is strong and getting better thanks to the input from local HVAC equipment distributers. Equipment is new and there are more equipment /student. Enrolment rates are climbing.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	*NONE*

HEATING, VENTILATING, AIR CONDITIONING AND REFRIGERATION

(CRT.HVAC) CERTIFICATE

This program prepares students to gain entry level employment in this industry. Students learn skills in installation, repair, and maintenance of commercial and residential heating and cooling units.

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 YEAR	
First Semester	**Hours**
TEC-048 Applied Shop Computations	3.0
HVC-062 Intro to HVACR Electricity +	4.0
IND-043 Refrigeration Fundamentals +	4.0
HVC-066 Refrigeration II * +	4.0
SEMESTER TOTALS	**15.0**
Second Semester	
HVC-068 Air Conditioning I * +++	3.0
HVC-070 Air Conditioning II * +++	5.0
HVC-072 Heat Generating Systems * +++	5.0
TEC-059 Energy Management +++	2.0
SEMESTER TOTALS	**15.0**
TOTAL PROGRAM HOURS	**30.0**

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

Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu

Faculty Contact: Kris Kersey
Faculty Email: kkersey@lakelandcollege.edu
Faculty Phone: 217-234-5304

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	2019

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*
Mechanical - Electrical Technology	**AAS**	**69**	**15.0403**	

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?	Mechanical Electrical Technology (MET) program is designed to give the student a wide background in mechanical and electrical skills. These skills and knowledge include welding, hydraulics, pneumatics, CAD, CNC, HVAC, AC/DC circuits, ladder logic, motors and PLCs.
To what extent are these objectives being achieved?	The program does well in providing students with the wide range skills and knowledge needed to enter the maintenance field. Lake Land MET graduates are employed in most every manufacturing plant in the area.
Past Program Review Action What action was reported last time the program was reviewed?	No previous program recommendations were located.

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 attached
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The broad range of skills needed cannot be currently accommodated in in 60 hours or less. We are currently exploring options to bring the number of hours down.
INDICATOR 1: NEED	***RESPONSE***
1.1 How strong is the occupational demand for the program?	Nationwide the demand is average. Local demand seems above average
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth for this career field is 5-9%.
1.3 What is the district and/or regional need?	Local demand for MET graduates appears to be high based on recent Technology Job fairs, current job openings and employer recruiting efforts at the college.
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.	No
INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***
2.1 What are the costs associated with this program?	Approximate cost for faculty and supplies are $99,000
2.2 How do costs compare to other programs on campus?	It has an average cost compared to other Technology division programs on campus.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, 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.	No
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	The program has a very strong base of introductory skills and knowledge
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses are the lack of specialization in any one field.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	This career path fits into the manufacturing pathway allowing a student to be successful in a variety of local and global manufacturing areas
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.	Not at this time
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Supervised Occupational Experience and INS-200 classes are available.

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).	Industrial certification is not required
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	It is not an apprenticeship
3.11 If applicable, please list the licensure examination pass rate.	None
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?	Yargus, IHI turbo, Continental Mills
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Classes range between 6-20 students with an average of around 12 students
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Professional development in the colleges LMS Canvas is available. Instructors may also self-select professional development and training.
3.16 What is the status of the current technology and equipment used for this program?	Current equipment status is adequate but State budget cuts in the last few years had not allowed for much modernization
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?	Periodic 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?	Advisory committees meet a minimum of once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	Information not available
3.23 How is employer satisfaction information collected?	Yearly informal employer satisfaction surveys.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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	*MECHANICAL ELECTRICAL TECH.*				
CIP CODE	15.0805				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*40*	*43*	*44*	*33*	*28*
NUMBER OF COMPLETERS	*11*	*15*	*7*	*8*	*8*
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals?	Number of Students enrolled have remained relatively steady for the last 3 years; graduations appear to be on the rise.				

Elaborate.	
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.	With the exception of women. Yes. The students in the Mechanical Electrical program are representative of the age and race of 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's content is strong. It enjoys strong connections to district employers. Continued efforts to evaluate current content vs. credit hours required.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Credit hours to complete the degree are on par with many skill-based technology programs but the workload can make it difficult to finish the degree program in 2 years. Possible changes to help bring down the hours needed for the program need to be discussed with the advisory committee

MECHANICAL-ELECTRICAL TECHNOLOGY

(AAS.MET) ASSOCIATE IN APPLIED SCIENCE

Mechanical Electrical Technology (MET) program is designed to give the student a wide background in mechanical and electrical skills. These skills and knowledge include welding, hydraulics, pneumatics, CAD, CNC, HVAC, AC/DC circuits, ladder logic, motors and PLCs. Technical electives are incorporated into this degree to allow the student to focus more concentration in an area of their interest (such as wind or solar). Graduates will be prepared for many different kinds of technical jobs for today and the future. Some of these employment opportunities include: CAD operator/designer, CNC operator/programmer, HVAC technician, maintenance technician, industrial electrician and service technician. A graduate with a MET degree will be prepared for high paying technical jobs that are available locally and nationwide.

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

FIRST YEAR

First Semester		Hours
ENG-098	Communications I or	
ENG-050	Writing for Industry	3.0
TEC-040	Blueprint Reading/Industry I +	2.5
IND-044	Fluid Power	3.0
TEC-050	Technical Math I (Module 1)	2.0
TEC-052	Technical Math II (Module 2) *	2.0
EET-040	Basic Electronics (Module 1)	2.5
EET-050	Electric Circuits I (Module 2) *	2.5
	SEMESTER TOTALS	**17.5**

Second Semester		
MET-080	Solid State Devices & Apps * +++	3.0
TEC-054	Technical Math III (Module 1) *	2.0
MET-043	Motors and Generators (Module 1) * +++	2.5
MTT-050	Intro to Machining Procedures (Module 2)	3.0
IND-052	Electrical Installation Proc (Module 2) * +++	2.5
CAD-056	CAD I	2.0
HED-178	Responding to Emergencies	2.0
	SEMESTER TOTALS	**17.0**

SECOND YEAR

First Semester		Hours
IND-043	Refrigeration Fundamentals *	4.0
CIS-068	Computer Appl-Special Topics +	2.0
CAD-057	CAD II *	3.0
EET-072	Industrial Control I (Module 1) * +	2.0
EET-086	Prog Logic Controllers I (Module 2) * +	2.0
--- ---	Social Science Elective	2.0
--- ---	Technical Elective **	2.0
	SEMESTER TOTALS	**17.0**

Second Semester		
IND-054	Trouble Shooting & Prev Maint * +++	3.0
CIM-060	CNC Machining * +++	3.0
MET-084	Technical Mechanisms * +++	3.0
WEL-057	Welding Fundamentals	2.5
--- ---	Economics Elective	3.0
--- ---	Technical Elective **	3.0
	SEMESTER TOTALS	**17.5**
	TOTAL PROGRAM HOURS	**69.0**

SUGGESTED ELECTIVES

WND-040	Intro to Wind Technology	3.0
EET-068	Photovoltaic Systems *	3.0
IND-042	Pipefitting Procedures	1.0
TEC-043	Industrial Safety	1.0
EET-087	Prog Logic Controllers II *	2.0
EET-075	HMI-Human Machine Interface *	2.0
CAD-058	CAD Drafting Systems *	2.0
CAD-059	Special Applications of CAD *	3.0
EET-069	Residential Wiring I *	3.0
CAD-062	Introduction to Solidworks * +++	2.0
EET-071	Routing & Switch Fundamentals * +	3.0

+ Course only offered fall semester
* There are prerequisites, course requisites, or minimum placement test scores for this course.
+++ Course only offered spring semester
** Electives must be approved by the Program Coordinator

Call Counseling Services: 217-234-5232
Email: counsel@lakelandcollege.edu

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2019

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*
Plastics Manufacturing Tech.	**Cert**	**30**	**15.0613**	

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 Plastics Manufacturing degree is designed to give the student a background in injection and extrusion manufacturing and associated equipment maintenance.
To what extent are these objectives being achieved?	The program has no graduates to date
Past Program Review Action What action was reported last time the program was reviewed?	None. This is the first review

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 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?	Nationwide the demand is declining. Local demand appears low. https://www.bls.gov/ooh/production/metal-and-plastic-machine-workers.htm
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth for this career field is decline -9%.
1.3 What is the district and/or regional need?	There are several plastics manufacturers in the area. Currently employees learn by On the Job Training. Employers tell us the need is there however, student interest is low.
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.	Currently looking at eliminating the degree, but offering short term Plastics manufacturing training for the manufactures who request it.
INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***
2.1 What are the costs associated with this program?	Building rental. Equipment was donated, no full time instructors
2.2 How do costs compare to other programs on campus?	Low

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, 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.	No
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	The program is the only one in a 180 mile radius
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses lack of perceived value to students. Equipment and classed are located off campus.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	Certificate will lead to employment as a plastics machine maintenance worker
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	N/A
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	We are exploring that option
3.7 What work-based learning opportunities are available and integrated into the curriculum?	INS-200 (internships) classes are available.

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).	Industrial certification is not required
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	It is not an apprenticeship
3.11 If applicable, please list the licensure examination pass rate.	None
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?	Libman, North American Lighting
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	No students at the present time
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Professional development in the colleges LMS Canvas is available. Instructors may also self-select professional development and training.
3.16 What is the status of the current technology and equipment used for this program?	Current equipment status is adequate but State budget cuts in the last few years had not allowed for much modernization
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?	No students

3.19 How is student satisfaction information collected?	None is being collected
3.20 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committees
3.21 How often does the program advisory committee meet?	Advisory committees meet a minimum of once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	No students
3.23 How is employer satisfaction information collected?	None is being collected
3.24 Did the review of program quality result in any actions or modifications? Please explain.	No

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	**Plastics Manufacturing technician Cert**				
CIP CODE	*15.0613*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*NO DATA*	*NO DATA*			
NUMBER OF COMPLETERS	*0*	*0*			
OTHER (PLEASE IDENTIFY)					
How does the data support the program goals?	*NO DATA*				

Elaborate.	
What disaggregated data was reviewed?	*NO DATA*
Were there gaps in the data? Please explain.	*NO DATA*
What is the college doing to overcome any identifiable gaps?	*NO DATA*
Are the students served in this program representative of the total student population? Please explain.	*NO STUDENTS*
Are the students served in this program representative of the district population? Please explain.	*NO STUDENTS*
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.	Due to the low level of student interest, the plastics manufacturing degree needs to be significantly modified or eliminated. Program elimination does not offer a significant cost saving and further review of future viability is needed. The program will remain active as some student had completed the first semester.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	A committee has been assigned to evaluate new program development with the goal of completing the process by Sept 2019. When the process is rolled out the Plastics program will be reviewed for program viability.

PLASTICS MANUFACTURING TECHNICIAN

(CRT.PLMT) CERTIFICATE

This certificate prepares students for entry level jobs in the plastics industry. Significant time with injection and extrusion molding processes and equipment coupled with basic maintenance and automation skills allows for several positions in plastics manufacturing.

Gainful employment
For more information regarding related occupations, graduation rates and program costs, visit the Gainful Employment information provided here.

FIRST YEAR

First Semester		**Hours**
TEC-050	Technical Math I	2.0
PLM-040	Introduction to Plastics	3.0
ENG-050	Writing for Industry	3.0
MMP-042	Manufacturing Maintenance II	3.0
TEC-040	Blueprint Reading/Industry I	2.5
CIM-044	Industrial Robotics	2.0
	SEMESTER TOTALS	**15.5**
Second Semester		
EET-040	Applied D.C. Circuits	2.5
PLM-041	Injection Molding	3.0
PLM-042	Extrusion Forming	3.0
IND-060	Industrial Valves	3.0
TEC-076	Inspection and Quality Control	3.0
	SEMESTER TOTALS	**14.5**
	TOTAL PROGRAM HOURS	**30.00**

Career & Technical Education

COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2019

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*
Welding Technology	**CERT**	**26.5**	48.0508	

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 provides experiences, which enable students to develop competencies necessary for employment in and/or continued education in welding. Emphasis throughout the program is placed on developing skills in the following areas: safety, metal identification, oxy-acetylene welding, metal cutting processes, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, and blueprint reading.
To what extent are these objectives being achieved?	The program does well in providing students with the wide range of welding skills. Lake Land WEL graduates are employed in manufacturing facilities throughout the area.
Past Program Review Action What action was reported last time the program was reviewed?	No previous program recommendations were located.

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 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?	Nationwide the demand is average. Local demand seems above average
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth for this career field is 6%.
1.3 What is the district and/or regional need?	Local demand for WEL graduates appears to be above average based on recent Technology Job fairs, current job openings and employer recruiting efforts at the college.
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.	No
INDICATOR 2: ***COST EFFECTIVENESS***	***RESPONSE***
2.1 What are the costs associated with this program?	Faculty and supplies costs are part of the 2 year program
2.2 How do costs compare to other programs on campus?	It has an average to low cost compared to other Technology division certificate programs on campus.

2.3 How is the college paying for this program and its costs (e.g. grants, etc.)?	Tuition, 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.	No
INDICATOR 3: QUALITY	***RESPONSE***
3.1 What are the program's strengths?	The program is very "hands on" and stresses welding skills. This program also has a very competent and skilled instructor
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses are the lack of lack of equipment and lab space. Freshmen and sophomores class schedules must compete for the same lab space which can creates long days for students
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)?	Traditional
3.4 How does this program fit into a career pathway?	The welding program provides opportunities in manufacturing, construction, as well as self-employment.
3.5 What innovations have been implemented or brought to this program that other colleges would want to learn about?	The use of welding simulators.
3.6 Are there dual credit opportunities? If so please list offerings and the associated high schools.	WEL-055 Effingham Well-056 Effingham WEL-057 Mattoon, Effingham, Marshal, Shelbyville, Martinsville, Detrick
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Supervised Occupational Experience and INS-200 classes are available.

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).	Industrial certification is not required
3.9 Are industry-recognized credentials offered? If so, please list.	No
3.10 Is this an apprenticeship program? If so, please elaborate.	It is not an apprenticeship
3.11 If applicable, please list the licensure examination pass rate.	None
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?	None
3.14 What is the faculty to student ratio for courses in this program? Please provide a range and average.	Classes range between 6-20 students with an average of around 8-10 students
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program?	Professional development in the colleges LMS Canvas is available. Instructors may also self-select professional development and training.
3.16 What is the status of the current technology and equipment used for this program?	Current equipment status is adequate.
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?	Periodic 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?	Advisory committees meet a minimum of once a year
3.22 How satisfied are employers in the preparation of the program's graduates?	Based on recruiting efforts, employers are at least somewhat satisfied
3.23 How is employer satisfaction information collected?	Informal at advisory committee meetings.
3.24 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Employer satisfaction information data gathering process needs to be reviewed and possibly updated.

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	*WELDING*				
CIP CODE	48.0508				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*19*	*23*	*30*	*32*	*49*
NUMBER OF COMPLETERS	*8*	*9*	*9*	*18*	*12*
OTHER (PLEASE IDENTIFY)					

How does the data support the program goals? Elaborate.	Number of Students enrolled have declined markedly in the last year 4 years possibly because of the halt in local plant closing and retraining. Graduations appear steady.
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.	*NONE*
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.	With the exception of women. Yes. The students in the program are representative of the age and race of 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's content is strong. It enjoys strong connections to district employers. Continued efforts to collect employee satisfaction data need to be made.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline	September 2019: Review Employee Satisfaction data gathering method. Revise if needed.

and/or dates for each step.	

WELDING TECHNOLOGY

(CRT.WEL) CERTIFICATE

This program provides experiences which enable students to develop competencies necessary for employment in and/or continued education in welding. Emphasis throughout the program is placed on developing skills in the following areas: safety, metal identification, oxy-acetylene welding, metal cutting processes, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, and blueprint reading.

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, visit the Gainful Employment information provided here.

FIRST YEAR

First Semester		**Hours**
TEC-048	Applied Shop Computations	3.0
WEL-057	Welding Fundamentals	2.5
TEC-043	Industrial Safety	1.0
TEC-070	Properties of Metal	2.5
TEC-040	Blueprint Reading/Industry I	2.5
WEL-056	Metal Cutting and Fabrication	2.0
	SEMESTER TOTALS	**13.5**
Second Semester		
WEL-047	Shielded Metal Arc Welding I *	2.0
WEL-048	Shielded Metal Arc Welding II *	3.0
WEL-058	Gas Metal Arc Welding I *	2.0
WEL-059	Gas Metal Arc Welding II *	3.0
WEL-061	Gas Tungsten Arc Welding *	3.0
	SEMESTER TOTALS	**13.0**
	TOTAL PROGRAM HOURS	**26.50**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 19

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
Basic Welding	Cert	10.5	48.0508	Basic Welding Welding Technology

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 welding industry.
To what extent are these objectives being achieved?	This certificate teaches practical skills and industry standards for welders.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum committee reviewed and implemented changes as of Fall 2016.

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 Welding 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 4.90% growth between 2016-2026.
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.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $252,163.48 for program at three correctional facilities. Average cost of program is $84,054.49.
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?	Basic Welding provides entry-level training and students may apply for the Welding Technology 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 completing welding projects for the correctional facility under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	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?	Virtual welders were introduced.
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 the 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 the 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	Basic Welding				
CIP Code	48.0508				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	50	96	N/A
Number of Completers	0	0	25	81	N/A
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollments and completion rates continue to increase.
What disaggregated data was reviewed?	None.
Were there gaps in the data? Please explain.	New certificate was not available Year 1-2.
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 the 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 Basic Welding 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 Fall 2016.

Basic Welding

FIRST YEAR
First Semester

WEL 057	Welding Fundamentals	2.5
TEC 043	Industrial Safety	1.0
TEC 070	Properties of Metals	2.5
TEC 040	Blueprint Reading	2.5
WEL 056	Metal Cutting	2.0
SEMESTER TOTAL		**10.5**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 19

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
Construction Management	Cert	36	46.0000	Construction Occupations I Construction 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 program is designed for participants who have completed the Construction Occupations I certificate. Students will acquire skills to advance in the field.
To what extent are these objectives being achieved?	This certificate places emphasis on applying business skills in the construction industry.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum committee reviewed and implemented program as of Spring 2019.

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 Construction 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 7.44% growth between 2016-2026 for Construction Managers.
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 this certificate, allowing students to continue their education in Construction.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $72,772.72 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 semester so enrollment is continuous and consistently 15.
3.4 How does this program fit into a career pathway?	Following completion of the Construction Occupations I certificate, students may apply for the Construction Management 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?	Students receive lab experience completing construction projects for the correctional facility under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	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?	Equipment recently purchased to open program and reflects industry standards.
3.17 What assessment methods are used to ensure student success?	Course outcomes and measures are currently being developed and data will be collected with the 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 the 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.
New program opened mid-year after instructor hired on August 20, 2018.

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	Construction Management				
CIP Code	46.0000				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A
Number of Completers	N/A	N/A	N/A	N/A	N/A
Other (Please identify)					

How does the data support the program goals? Elaborate.	As a new program implemented this academic year, expectations have been met.
What disaggregated data was reviewed?	None.
Were there gaps in the data? Please explain.	
What is the college doing to overcome any identifiable gaps?	Continue to train new staff and develop curriculum to ensure future success.
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 the 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 Construction 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.	Updated curriculum implemented Spring 2019.

Construction Management

FIRST YEAR

First Semester

ATO 040	Vocational Technical Math	3.0
COC 051	Intro to Construction Occupations	4.0
COC 052	Blueprint Reading	4.0
COC 054	Basic Carpentry I	4.0
SEMESTER TOTAL		**15.0**

Second Semester

TEC 081	Occupational & Math Skills	3.5
COC 061	Construction Leadership Skills	4.0
COC 062	Construction Safety	2.0
SEMESTER TOTAL		**9.5**

Third Semester

COC 063	Construction Contracting	3.5
COC 064	Construction Estimating	4.5
COC 065	Construction Project Management	3.5
SEMESTER TOTAL		**11.5**

CERTIFICATE TOTAL		**36.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 19

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
Construction Occupations I	Cert	15	46.0000	Construction Occupations II Construction 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 is designed for participants to develop competencies needed for entry-level employment in the Construction or Building Maintenance fields.
To what extent are these objectives being achieved?	This certificate teaches practical skills and industry standards for construction and building maintenance workers.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum committee reviewed and implemented changes as of Spring 2014.

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 Construction 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 7.74% growth between 2016-2026.
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.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $1,096,004.27 for 16 programs at various DOC/DJJ facilities. Average cost of individual program is $68,500.27.
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?	Construction Occupations provides entry-level training and students may apply for the Construction 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.	Yes, Department of Juvenile Justice school district 428.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students receive lab experience completing construction projects for the correctional facility under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	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 the 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 the 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	Construction Occupations I				
CIP Code	46.0000				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	151	197	255	289	N/A
Number of Completers	329	384	340	316	N/A
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollments continue to increase. Decreases in number of completers reflect staff attrition and new focus by DOC on early release.
What disaggregated data was reviewed?	Periods when instructor positions were vacant. Projected release dates of inmates that affect completion rates.
Were there gaps in the data? Please explain.	No.
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 the 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 Construction Occupations I 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 Spring 2014.

Construction Occupations I

FIRST YEAR
First Semester

ATO 040	Vocational Technical Math	3.0
COC 051	Intro to Construction Occupations	4.0
COC 052	Blueprint Reading	4.0
COC 054	Basic Carpentry I	4.0
SEMESTER TOTAL		**15.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 19

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
Construction Occupations II	Cert	17	46.0000	Construction Occupations I Construction Occupations 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 certificate is designed for participants to develop competencies needed for entry-level employment in Construction or Building Maintenance fields.
To what extent are these objectives being achieved?	This certificate teaches practical skills and industry standards for construction and building maintenance workers.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum committee reviewed and implemented changes as of Spring 2014.

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 Construction 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 7.74% growth between 2016-2026.
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. Three classes were removed and 2 new classes were added.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $1,096,004.27 for 16 programs at various DOC/DJJ facilities. Average individual cost of program is $68,500.27.
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?	Students may apply for the Construction Management program after the Construction Occupations 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.	Yes, Department of Juvenile Justice school district 428.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students receive lab experience completing construction projects for the correctional facility under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	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 the 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 the 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	Construction Occupations II				
CIP Code	46.0000				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	36	39	93	94	N/A
Number of Completers	145	237	179	160	N/A
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollments continue to increase. Decrease in completion rates reflect staff attrition and new focus by DOC on early release.
What disaggregated data was reviewed?	Periods when instructor positions were vacant. Projected release dates of inmates that affect completion rates.
Were there gaps in the data? Please explain.	No.
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 the 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 Construction Occupations II 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 Spring 2014.

Construction Occupations II

FIRST YEAR
First Semester

COC 053	Basic Masonry & Concrete Finishing	2.0
COC 055	Basic Carpentry II	5.0
COC 056	Basic Plumbing	4.0
COC 058	Residential Wiring	4.0
COC 060	Sustainable Residential Construction	2.0
SEMESTER TOTAL		**17.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 19

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
Custodial Technician	Cert	16	19.0699	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?	This program is designed to provide participants with hands-on skills in the area of maintenance that prepare them for an entry-level positon in the Custodial industry.
To what extent are these objectives being achieved?	This certificate teaches practical skills and industry standards for custodial technicians.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum committee reviewed and implemented changes as of Fall 2018.

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 Custodial 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 5.76% growth between 2016-2026.
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?	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; program name changed from Custodial Maintenance to Custodial Technician to better reflect program objectives.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $1,218,834.45 for 18 programs at various DOC/DJJ facilities. Average cost of individual program is $67,713.03.
2.2 How do costs compare to other programs on campus?	Program costs are consistent with the average cost of other 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?	This program provides entry-level training and students may enroll in a special topics course with instructor approval to learn advanced techniques.
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.	Yes, Department of Juvenile Justice school district 428.
3.7 What work-based learning opportunities are available and integrated into the curriculum?	Students receive lab experience performing custodial tasks for the correctional facility under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	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?	Classrooms update equipment continuously to reflect current business practices, ensuring students are proficient with industry technology.
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 the 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 the 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	Custodial Technician				
CIP Code	19.0699				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	188	226	440	508	N/A
Number of Completers	409	489	457	371	N/A
Other (Please identify)					

How does the data support the program goals? Elaborate.	Enrollments continue to increase as new programs opened. Instructor vacancies affected completion rates.
What disaggregated data was reviewed?	Periods when instructor positions were vacant. Projected release dates of inmates that affect completion rates.
Were there gaps in the data? Please explain.	No.
What is the college doing to overcome any identifiable gaps?	With IDOC permission, Lake Land College 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 the 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 Custodial Technician 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 Fall 2018.

Custodial Technician

FIRST YEAR
First Semester

ATO 040	Vocational Technical Math	3.0
CSM 065	Intro to Custodial Services	3.0
CSM 066	General Cleaning Practices	3.0
CSM 067	Hard Floor Care	4.0
CSM 068	Carpet & Upholstery Care	3.0
SEMESTER TOTAL		**16.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 19

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
Manufacturing Skills	Cert		15.0613	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?	This certificate is designed to provide participants with hands-on skills that prepares them for an entry-level position in the Manufacturing industry.
To what extent are these objectives being achieved?	This certificate teaches practical skills and industry standards for Manufacturing.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum committee reviewed and implemented program as of Spring 2019.

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 a 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 Manufacturing 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 3.91% growth between 2016-2026.
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 this certificate, allowing students to prepare for employment in Manufacturing upon release.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $139,545.44 for program at two correctional facilities. Average cost of program is $69,772.72.
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?	Students are prepared for an entry-level position or continuing education in Manufacturing upon release.
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 demonstrating manufacturing skills under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	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?	All equipment recently purchased and reflects industry standards. Laptops are being used to deliver some of the curriculum.
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 the 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 the 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.
New program opened at two facilities after instructors were hired on August 27, 2018 at one facility and on March 11, 2019 at the other facility.

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	Manufacturing Skills				
CIP Code	15.0613				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A
Number of Completers	N/A	N/A	N/A	N/A	N/A
Other (Please identify)					

How does the data support the program goals? Elaborate.	As a new program implemented this academic year, expectations have been met.
What disaggregated data was reviewed?	None.
Were there gaps in the data? Please explain.	No.
What is the college doing to overcome any identifiable gaps?	Continue to train new staff and develop curriculum to ensure future success.
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 the 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 Manufacturing Skills 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 Spring 2019.

Manufacturing Skills

FIRST YEAR
First Semester

TEC 043	Industrial Safety	1.0
TEC 046	Manufacturing Skills I	2.0
TEC 047	Manufacturing Skills II	2.0
TEC 048	Applied Shop Computations	3.0
TEC 049	Manufacturing Skills III	2.0
TEC 051	Manufacturing Skills IV	2.0
TEC 055	Special Topics in Technology	?.0 – variable credit hour class
TEC 090	Education to Careers	3.0
SEMESTER TOTAL		**?.0**

Career & Technical Education

College Name:	Lake Land College
Fiscal Year in Review:	FY 19

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
Welding Technology	Cert	16	48.0508	Basic Welding Welding Technology

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 develop competencies needed for employment or continued education in Welding.
To what extent are these objectives being achieved?	This certificate teaches practical skills and industry standards for welders.
Past Program Review Action What action was reported last time the program was reviewed?	Curriculum committee reviewed and implemented changes as of Fall 2016.

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 Welding 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 4.90% growth between 2016-2026.
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 first certificate, establishing this second certificate within the program.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	Annual cost of $252,163.48 for program at three correctional facilities. Average cost of program is $84,054.49.
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?	Students may apply for this program following completion of Basic Welding.
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 completing welding projects for the correctional facility under direction of instructor.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	No.
3.9 Are industry-recognized credentials offered? If so, please list.	No.
3.10 Is this an apprenticeship program? If so, please elaborate.	No.
3.11 If applicable, please list the licensure examination pass rate.	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?	Virtual welders were introduced.
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 the 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 the 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	Welding Technology				
CIP Code	48.0508				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	35	82	24	N/A
Number of Completers	43	56	39	24	N/A
Other (Please identify)					

How does the data support the program goals? Elaborate.	The drop in enrollments reflects DOC focus on early release of inmates, resulting in fewer enrollments in this second stackable certificate.
What disaggregated data was reviewed?	Projected release dates inmates that factor into placement on waitlists.
Were there gaps in the data? Please explain.	No.
What is the college doing to overcome any identifiable gaps?	With IDOC permission, Lake Land continues to fill new 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 the 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 Welding Technology 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 Fall 2016.

Welding Technology

FIRST YEAR
First Semester

WEL 047	Shielded Metal Arc Welding I	2.0
WEL 048	Shielded Metal Arc Welding II	3.0
WEL 058	Gas Metal Arc Welding I	2.0
WEL 059	Gas Metal Arc Welding II	3.0
WEL 061	Gas Tungsten Arc Welding	3.0
TEC 048	Applied Shop Computations	3.0
SEMESTER TOTAL		**16.0**

ACADEMIC DISCIPLINE

Academic Disciplines	
COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	FY 2019
DISCIPLINE AREA:	*PHYSICAL AND LIFE SCIENCES*
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?	1. To provide science courses in a multiple sub-disciplines of science. 2. To provide (lab oriented) courses that serve the educational needs of: a. science majors b. allied health majors c. technology majors 3. To provide general education requirements to the public 4. To provide transfer students with the academic preparation to excel at both two and four year institutions.
To what extent are these objectives being achieved?	1. Science courses are taught in five sub-disciplines: Bioscience, Chemistry, Earth Science, Geospatial Information Systems and Physics. 2. Pre-requisite and major specific science courses are integrated into at least 60 degrees and certificates and administered through degree audits. 3. Science courses are open access to any students that meet the pre-requisite requirements where applicable 4. From Spring 2011-2017, 6826 students transferred to other institutions. 69.3% transferred to 4-year institutions and 30.7%. In fall 2016 & 2017,94% of Lake Land transfer students were in good standing.

How does this discipline contribute to other fields and the mission of the college?	The physical and life science curricula supports the overall college mission of providing an "affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve" through "university transfer education, general education technical & career education and community and continuing education".

Prior Review Update Describe any quality improvements or modifications made since the last review period.	1. $20,000+ has been invested in upgrading lab equipment for physics curricula since 2016. 2. $40,000 sterilizer has been installed to replace 18-old sterilizer for microbiology in 2018. 3. $15,000 purchase of GISGPS equipment and software in 2016. 4. $25,000 physical upgrade to organic chemistry class/lab-room in 2018. 5. $30,000 NMR spectrophotometer upgrade for chemistry courses in 2019. 6. Expansion of basic chemistry and Anatomy and Physiology I courses to a satellite campus in Effingham to improve accessibility for students to CHM-111 & BIO-225 in 2016 and 2018 respectively. 7. Acquisition of two more cadavers for a total of 4 for anatomy and physiology courses. 8. $21,000 purchase of additional anatomical models for Anatomy and physiology courses in 2018. 9. Creation of an Allied Health course ADN-061 which provides cadaver experience to incoming transfer students whom have not had any cadaver experience in originating institution. It also serves as a refresher for applicants who's anatomy and physiology courses have expired after 5 years. 10. Creation of two advisory bodies: a. Geographic information System Advisory Body (2018) b. Pre- Engineering Advisory Body (2018) 11. 100% reporting of course and program assessment by faculty annually. 12. Three faculty members sit on IAI panels in biology, physics and mathematics 13. Improved community outreach by providing weekly science club demo at elementary school and annual 8th grade career conference.

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?	1. The use of advisory boards assists in identifying trends and aligning curricular needs to those of industry. There have been no new AS programs created in many years. 2. Program based analysis is currently being overhauled by some members of the academic leadership team. Currently, the channels involves the initiative approved by the division chair, sent to the curriculum committee for evaluation and if approved forwarded on to ICCB. 3. DACUM sessions are offered in summer to identify potential programs
1.2 How are students informed or recruited for this program?	1. There have been no new AS programs created in many years.
INDICATOR 2: COST EFFECTIVENESS	***RESPONSE***
2.1 What are the costs associated with this discipline?	In FY2019 the operating budgets were as follows: 1. Bioscience $680,329 2. Chemistry $346,467 3. Geography-Earth Science $119,487 4. Physics $160,791
2.2 What steps can be taken to offer curricula more cost-effectively?	Our divisional operating budget was reduced by at least 15% in the last 5 years. Of the budgets above only $90,000 is designated as operating expenses with the rest going to full-time and part-time salaries and benefits.

2.3 Is there a need for additional resources?	Future large equipment upgrades and lab renovation or updates cannot be sustained with the divisional budget. Monies are sourced from the academic unit through the Vice-President. There is a current need to upgrade the hood of the chemicals storage room and improve ventilation.
INDICATOR 3: QUALITY	***RESPONSE***
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?	The following modalities are offered across the discipline: 1. Online 2. Hybrid 3. Accelerated (Mod 1 and Mod 2)
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?	Institutional research carries annual analysis of courses offered in different modalities. It is found in the Course persistence report.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The division chair has the following tools to make the comparisons: 1. Classroom observations 2. Student evaluations 3. Grade distribution reports 4. Course assessment reports by lead instructors

3.4 How does the discipline identify and support at-risk students?	Each faculty member has the following students designated or identified on their rosters: 1. Trio students 2. Accommodations needing students In addition, some faculty verify with students at the beginning the course if they have met pre-requisite requirements. Other faculty offer internal diagnostic quizzes to determine student's level of readiness for the course. In providing support: 1. Faculty offer 5 office hours a week and the college has a tutoring center. Faculty work with the tutoring center to identify promising students that can serve as peer tutors. 2. Faculty can also electronically recommend student to the behavioral Intervention team to assist students that exhibit behaviors that will limit their success in the course.
3.5 To what extent is the discipline integrated with other instructional programs and services?	1. The structured nature of our degree program models makes it necessary for each discipline to collaborate on program development, DACUM and course scheduling. 2. An embedded counselor attends monthly divisional meetings. This way student services and issues are included in decision making by teaching faculty and division chair. 3. Division chairs have Datatel tools that allow for access to scheduling information across all divisions.
3.6 What does the discipline or department review when developing or modifying curriculum?	The following are reviewed prior and during curricular development or modification: 1. IAI descriptors/codes 2. Existing articulation agreements with universities 3. Advisory board/ industry input 4. Existing course information forms 5. Student success rates 6. Couse assessment data

3.7 When a course has low retention and/or success rates, what is the process to address these issues?	1. The lead instructor alerts the division chair. 2. The issue is analyzed with or without the division chair and recommendations are offered. 3. If any significant changes are required, then the adjustments are made to the course outline form and forwarded to the curriculum committee for review and approval. 4. Some recommendations may require the lead instructor collaborating with other instructors of the course to develop appropriate pedagogical changes to address concerns.

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.

1. Student enrollment decline remains the biggest challenge.
2. Finding qualified eligible adjunct faculty to teach can be an issue.
3. Expansion of budget for professional development activities beyond conferences.
4. Students' level of readiness for college-level courses appears to be more of a challenge in the last few years.
5. The lack of a manpower in the LMS/Teaching Center has hampered the provision of adequate support for the development of more online courses. Faculty lack the support to develop online modalities.

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	*Life Science*				
Course Title	*BIO-050: Basic Anatomy & Physiology*				
Course Description	*This course provides an understanding of anatomical structures and functions of the human body.*				
Financial	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*120*	*99*	*17*	*96*	*83*
Credit Hours Produced	*480*	*396*	*468*	*384*	*332*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*85.25*	*74.88*	*79.99*	*84.46*	*79.24*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*None on file*	*None on file*	*None on file*	*None on file*	*None on file*
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.	*Any gaps are identified at the course assessment level and not at the 5-year data review level.*
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.	*Action plans where necessary, are created for course assessment identified needs or concerns.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*Success rate for non-science majors is acceptable though there is room for improvement.*
Resources Needed	*None*
Responsibility Who is responsible for completing or implementing the modifications?	*Lead Instructor*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-100: Bio Science 1*				
Course Description	*This course provides an introduction to the fundamental processes and structures common to all living things along with their applications to society.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*767*	*622*	*701*	*671*	*587*
Credit Hours Produced	*3068*	*2488*	*2804*	*2684*	*2384*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*71.70*	*73.60*	*74.62*	*73.27*	*72.16*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI L1 900L*	*IAI L1 900L*	*IAI L1 900L*	*IAI L1 900L*	*IAI L1 900L*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-SCIENCE MAJORS IS ACCEPTABLE THOUGH THERE IS ROOM FOR IMPROVEMENT.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO 111: General Botany*				
Course Description	*A survey of the plant kingdom with emphasis on evolutionary advancements and the structure and function of plants and their economic importance.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*23*	*25*	*33*	*33*	*16*
Credit Hours Produced	*92*	*100*	*132*	*132*	*64*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*71.86*	*97.06*	*100*	*90.1*	*92.31*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI BIO 910*	*IAI BIO 910*	*IAI BIO 910*	*IAI BIO 910*	*IAI BIO 910*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR BIOLOGY MAJORS IS EXCELLENT.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-116: General Zoology*				
Course Description	*An introduction to the basic concepts of animal life and its diversity. Including: taxonomy, cellular and organismic structure and function, development and economic importance.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*62*	*48*	*47*	*50*	*43*
Credit Hours Produced	*248*	*192*	*188*	*200*	*172*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*72.91*	*92.16*	*96.16*	*89.21*	*82.45*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI BIO 910*	*IAI BIO 910*	*IAI BIO 910*	*IAI BIO 910*	*IAI BIO 910*
How does the data support the course goals? Elaborate.	*Students are exhibiting strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR BIOLOGY MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-130: Environmental Science*				
Course Description	*An introductory course dealing with the principles that govern natural environments including man's relationship to them. Part of the course will be conducted in the field observing and measuring various aspects of ecology.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*164*	*132*	*119*	*143*	*125*
Credit Hours Produced	*356*	*528*	*476*	*573*	*500*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*80.7*	*80.09*	*79.90*	*89.21*	*81.5*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI L1 905L*	*IAI L1 905L*	*IAI L1 905L*	*IAI L1 905L*	*IAI L1 905L*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-BIOLOGY MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-150: Biotechnology in Society*				
Course Description	*This course explores the field of biotechnology in a comprehensive overview. Material covered includes the following: history of biotechnology; basic techniques used in biotechnology; current and future impacts of biotechnology; and ethical issues within biotechnology.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*14*	*17*	*11*	*9*	*10*
Credit Hours Produced	*42*	*51*	*33*	*27*	*30*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*91*	*94.11*	*100*	*100*	*83.33*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI L1 906*	*IAI L1 906*	*IAI L1 906*	*IAI L1 906*	*IAI L1 906*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-BIOLOGY MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-160: Introduction to Genetics*				
Course Description	*An introduction to the principles of genetics with emphasis on human heredity. Included are Mendelian genetics, hereditary disorders, gene expression, genetic engineering and population genetics.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*59*	*41*	*66*	*36*	*39*
Credit Hours Produced	*177*	*123*	*198*	*108*	*117*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*70.63*	*76.93*	*66.7*	*70.46*	*77.32*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI L1 906*	*IAI L1 906*	*IAI L1 906*	*IAI L1 906*	*IAI L1 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-BIOLOGY MAJORS IS ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-212: Vertebrate Zoology*				
Course Description	*Laboratory and field course. An in-depth study of North American vertebrates with emphasis on Illinois species. Includes taxonomy, distribution, habitats, adaptation, and economic importance.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	5	6	6	11	4
Credit Hours Produced	15	18	18	33	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	81.82	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU:03/01	NIU:03/01	NIU:03/01	NIU:03/01	NIU:03/01
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR BIOLOGY MAJORS IS EXCELLENT.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-225: Human Ana/Phys I*				
Course Description	*This course employs the regional approach to human structure and function using human cadavers. First of a two course sequence for allied health majors.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*335*	*350*	*346*	*349*	*348*
Credit Hours Produced	*1340*	*1400*	*1384*	*1396*	*1392*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*65.17*	*69.31*	*72.80*	*79.58*	*71.07*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*NIU:3/01 EIU:9/99*	*NIU:3/01 EIU:9/99*	*NIU:3/01 EIU:9/99*	*NIU:3/01 EIU:9/99*	*UIUC:5/19 NIU:3/01 EIU:9/99*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR ALLIED HEALTH MAJORS IS ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-226 Human Ana/Phys II*				
Course Description	*Continuation of BIO225, Human A & P I. Emphasis on human anatomy and physiology through the regional approach using human cadavers.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*249*	*225*	*262*	*261*	*255*
Credit Hours Produced	*996*	*900*	*1048*	*1044*	*1020*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*75.32*	*89.55*	*92.69*	*93.52*	*90.27*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*NIU:3/01 EIU:9/99*	*NIU:3/01 EIU:9/99*	*NIU:3/01 EIU:9/99*	*NIU:3/01 EIU:9/99*	*UIUC:5/19 NIU:3/01 EIU:9/99*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR ALLIED HEALTH MAJORS IS EXCELLENT.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-235: Microbiology*				
Course Description	*This course covers a survey of microorganisms with detailed study of the biology, metabolism, growth, death, genetics, and methods of differentiation of bacteria. Also classification, control of organisms by physical and chemical methods, immunology and diseases are covered.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*202*	*147*	*179*	*166*	*210*
Credit Hours Produced	*808*	*147*	*179*	*166*	*210*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*76.38*	*79.29*	*80.51*	*82.78*	*84.96*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*NIU:3/01*	*NIU:3/01*	*NIU:3/01*	*NIU:3/01*	*NIU:3/01*
How does the data support the course goals? Elaborate.	*Students are exhibiting strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR ALLIED HEALTH MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Life Science*				
Course Title	*BIO-120: Natural Science*				
Course Description	*Designed to give practical science experience to students of child care, elementary and special education. Much of the time is spent learning to do things rather than learning about things.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*16*	*8*	*0*	*0*	*0*
Credit Hours Produced	*48*	*24*	*0*	*0*	*0*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*68.95*	*90.77*	*0*	*0*	*0*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*EIU:1/89 NIU:3/01*	*EIU:1/89 NIU:3/01*	*EIU:1/89 NIU:3/01*	*EIU:1/89 NIU:3/01*	*EIU:1/89 NIU:3/01*
How does the data support the course goals? Elaborate.	*Students were exhibiting acceptable levels of achieving learning outcomes. Student enrollment for this course has dwindled below minimal levels.*				
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL. COURSE HAS NOT BEEN OFFERED IN THREE YEARS.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.* *A REEVALUATION OF STUDENT PIPELINE INTO THIS COURSE NEEDS TO BE CONDUCTED.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*AS OVERALL STUDENT ENROLLMENT HAS DROPPED, THE SMALL POPULATION OF STUDENTS NEEDING THIS COURSE HAS PLUMMETED TO LEVELS INSUFFICIENT TO MEET MINIMUM CLASS SIZE TO OFFER THE COURSE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*DIVISION CHAIR OF MATH & SCIENCE.*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-101: Physical Science II*				
Course Description	*An introductory discussion of chemical principles. Presents a balance between basic knowledge needed to understand the uses of chemicals and applications of chemicals in everyday life.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*35*	*47*	*59*	*29*	*36*
Credit Hours Produced	*105*	*141*	*177*	*87*	*108*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*77.62*	*79.75*	*89.34*	*74.25*	*70*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 903L*	*IAI P1 903L*	*IAI P1 903L*	*IAI P1 903L*	*IAI P1 903L*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-STEM MAJORS IS ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM 111: Concepts of Chemistry*				
Course Description	*An introduction to the concepts of chemistry where information is presented to students with little background or no prior interest in chemistry and those students who are not interested in abstract or mathematical theories.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*218*	*221*	*228*	*189*	*164*
Credit Hours Produced	*872*	*884*	*912*	*756*	*656*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*75.15*	*76.50*	*75.53*	*77.91*	*75.56*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 903L*	*IAI P1 903L*	*IAI P1 903L*	*IAI P1 903L*	*IAI P1 903L*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-CHEMISTRY MAJORS IS ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-120: General, Organic and Biochemistry I*				
Course Description	*Fundamentals of inorganic chemistry including history, atomic theory, bonding, stoichiometry, gases, solids, solutions, chemical equilibria, acids, bases, salts, pH, and electrochemistry.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*83*	*98*	*97*	*119*	*93*
Credit Hours Produced	*332*	*392*	*388*	*476*	*372*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*88.16*	*86.59*	*85.57*	*87.54*	*72.78*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 902L*	*IAI P1 902L*	*IAI P1 902L*	*IAI P1 902L*	*IAI P1 902L*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-CHEMISTRY MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-121: General, Organic and Biochemistry II*				
Course Description	*Study of organic and biological chemistry for students in allied health programs, agriculture, forestry, and other majors with comparable requirements.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*44*	*46*	*30*	*18*	*29*
Credit Hours Produced	*176*	*184*	*120*	*72*	*116*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*90.46*	*84.63*	*84.47*	*95.83*	*90.90*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*NIU:3/01*	*NIU:3/01*	*NIU:3/01*	*NIU:3/01*	*NIU:3/01*
How does the data support the course goals? Elaborate.	*Students are exhibiting strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR NON-CHEMISTRY MAJORS IS EXCELLENT.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-150: General Chemistry I*				
Course Description	*General principles of chemistry for students majoring in chemistry, engineering or science professions. Topics include atomic theory, bonding, stoichiometry, gas laws and thermochemistry.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*196*	*169*	*168*	*161*	*143*
Credit Hours Produced	*784*	*676*	*672*	*644*	*572*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*64.63*	*64.25*	*75*	*70.72*	*70.08*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 902L, CHM 911*	*IAI P1 902L, CHM 911*	*IAI P1 902L, CHM 911*	*IAI P1 902L, CHM 911*	*IAI P1 902L, CHM 911*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS IS ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-151: General Chemistry II*				
Course Description	*Continuation of the General principles of chemistry for students majoring in chemistry, engineering or science professions. Topics include solids/liquids, solutions, kinetics, equilibrium, thermodynamics and electrochemistry.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*79*	*111*	*117*	*89*	*81*
Credit Hours Produced	*316*	*444*	*468*	*356*	*324*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*72.78*	*82.20*	*78.86*	*71.03*	*78.27*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI CHM 912*	*IAI CHM 912*	*IAI CHM 912*	*IAI CHM 912*	*IAI CHM 912*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS IS ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-243: Organic Chemistry I*				
Course Description	*Fundamental introduction to organic chemistry including a study of hydrocarbons and alcohols with spectroscopy, stereochemistry, and reaction mechanisms.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*22*	*20*	*23*	*30*	*20*
Credit Hours Produced	*88*	*80*	*92*	*120*	*80*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*50*	*65*	*56.52*	*73.3*	*59.08*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI CHM 913*	*IAI CHM 913*	*IAI CHM 913*	*IAI CHM 913*	*IAI CHM 913*
How does the data support the course goals? Elaborate.	*Students are exhibiting less than 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS IS LESS THAN ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-244: Organic Chemistry II*				
Course Description	*This course is a continuation of Organic Chemistry I (CHM243) with focus on carbonyls chemistry, oxidation and reduction, and biomolecules.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*13*	*12*	*13*	*20*	*20*
Credit Hours Produced	*52*	*48*	*52*	*80*	*80*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*76.92*	*99.99*	*81.82*	*85.3*	*60*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI CHM 914*	*IAI CHM 914*	*IAI CHM 914*	*IAI CHM 914*	*IAI CHM 914*
How does the data support the course goals? Elaborate.	*Students are exhibiting mixed 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM-253: Organic Chemistry Lab I*				
Course Description	*Laboratory course introduces synthesis and the basic techniques for the separation, isolation, purification and identification of organic compounds.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*22*	*19*	*23*	*28*	*20*
Credit Hours Produced	*22*	*19*	*23*	*28*	*20*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*63.64*	*84.22*	*81.82*	*82.14*	*90*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI CHM 913*	*IAI CHM 913*	*IAI CHM 913*	*IAI CHM 913*	*IAI CHM 913*
How does the data support the course goals? Elaborate.	*Students are exhibiting less than strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*CHM 254: Organic Chemistry Lab II*				
Course Description	*Laboratory experiments in organic chemistry with a focus on multi-step synthesis.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*13*	*11*	*13*	*20*	*18*
Credit Hours Produced	*13*	*11*	*13*	*20*	*18*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*84.62*	*100*	*80*	*95*	*100*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI CHM 914*	*IAI CHM 914*	*IAI CHM 914*	*IAI CHM 914*	*IAI CHM 914*
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.	*Any gaps are identified at the course assessment level and not at the 5-year data review level.*
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.	*Action plans where necessary, are created for course assessment identified needs or concerns.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*Success rate for STEM majors is excellent.*
Resources Needed	*None*
Responsibility Who is responsible for completing or implementing the modifications?	*Lead Instructor*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*ESC 100: Physical Geology*				
Course Description	*Physical geology stresses the basic geologic concepts and processes that are responsible for creating and shaping the Earth. Materials covered include the topics of: rocks, minerals, volcanoes, earthquakes, stream erosion, wind erosion, glaciers, groundwater, Earth interior, plate tectonics and gravity.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*56*	*45*	*56*	*54*	*84*
Credit Hours Produced	*224*	*180*	*224*	*216*	*136*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*89.01*	*79.27*	*89.15*	*92.67*	*77.41*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 907L*	*IAI P1 907L*	*IAI P1 907L*	*IAI P1 907L*	*IAI P1 907L*
How does the data support the course goals? Elaborate.	*Students are exhibiting strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR MIXED MAJORS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*ESC-102: Weather and Climate*				
Course Description	*This course emphasizes the dynamics of the atmosphere with focuses on atmospheric evolution, seasonal controls of climate, human impacts, atmospheric humidity, air pressure, severe weather, and climate classification. Extensive use of Internet resources and software will be required.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*224*	*214*	*185*	*218*	*67*
Credit Hours Produced	*896*	*856*	*740*	*872*	*268*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*77.89*	*74.78*	*75.28*	*69.31*	*68.53*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 905L*	*IAI P1 905L*	*IAI P1 905L*	*IAI P1 905L*	*IAI P1 905L*
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable/declining 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR MIXED MAJORS IS ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*ESC 104: Physical Geography*				
Course Description	*Stresses the physical environment of earth. Emphasis is placed upon basic concepts in geography with a focus on the biosphere, lithosphere, atmosphere, and hydrosphere. Extensive use of Internet resources and software will be required for this course.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*38*	*33*	*43*	*41*	*32*
Credit Hours Produced	*152*	*132*	*172*	*164*	*128*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*47.31*	*49.72*	*54.32*	*74.82*	*49.97*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 909L*	*IAI P1 909L*	*IAI P1 909L*	*IAI P1 909L*	*IAI P1 909L*
How does the data support the course goals? Elaborate.	*Students are exhibiting less than 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR MIXED MAJORS IS LESS THAN ACCEPTABLE.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*ESC-106/GIS-090: Introduction to Geospatial Technology*				
Course Description	*Introduction to basic Geographic Information Systems (GIS) concepts, using the ArcView GIS software program. Course will focus on developing both a theoretical background in the technology and real world applications using GIS techniques.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*0*	*23*	*19*	*8*	*11*
Credit Hours Produced	*0*	*92*	*76*	*32*	*44*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*0*	*92.71*	*67.86*	*100*	*70*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*None on file*	*None on file*	*None on file*	*None on file*	*None on file*
How does the data support the course goals? Elaborate.	*Students are exhibiting strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR MIXED MAJORS/GIS CERTIFICATE STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	PHYSICAL SCIENCE				
COURSE TITLE	GIS 091: ADVANCED GIS				
COURSE DESCRIPTION	THIS COURSE PROVIDES AN INTRODUCTION TO ADVANCED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS (GIS) USING ARCVIEW AND ARCINFO. FOCUS WILL BE PLACED ON TECHNICIAN LEVEL ISSUES ASSOCIATED WITH DATA CAPTURE AND ASSOCIATED QUALITY CONTROL ISSUES ASSOCIATED WITH DEVELOPING ACCURATE INFORMATION				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	0	3	6	8	0
CREDIT HOURS PRODUCED	0	9	18	24	0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	0	100	100	100	0
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	NONE ON FILE	NONE ON FILE	NONE ON FILE	NONE ON FILE	NONE ON FILE
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR MIXED MAJORS/GIS CERTIFICATE STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*GIS 095: Geospatial Technology Internship*				
Course Description	*A directed field study program whereby students will apply classroom instruction to real-world Geographic Information Systems (GIS) projects in the community. Students should complete GIS-090 and GIS-091 and arrange for an advisor prior to enrolling in an internship.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*5*	*0*	*7*	*6*	*5*
Credit Hours Produced	*15*	*0*	*21*	*18*	*15*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*100*	*0*	*100*	*100*	*0*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*None on file*	*None on file*	*None on file*	*None on file*	*None on file*
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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR GIS CERTIFICATE STUDENTS IS EXCELLENT.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*PHY-110: Concepts of Physics*				
Course Description	*Phenomena-oriented course, emphasizing everyday life applications for the general student. Elementary mechanics, electricity, heat and modern physics are studied. This course counts towards the general education science requirement.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	59	49	59	43	49
Credit Hours Produced	236	196	236	172	196
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68.53	65.49	90.37	84.19	86.91
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI P1 900L	IAI P1 900L	IAI P1 900L	IAI P1 900L	IAI P1 900L
How does the data support the course goals? Elaborate.	*Students are exhibiting improving and strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR MIXED MAJORS STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*PHY-115: Astronomy*				
Course Description	*This course covers the history and future prospects of astronomy, the night sky, the Earth as compared to Venus and Mars, the death of stars, and cosmology. Emphasis is also placed on the influences that astronomy has had on culture.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*90*	*48*	*35*	*50*	*41*
Credit Hours Produced	*270*	*144*	*105*	*150*	*123*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*53.83*	*66.06*	*81.39*	*82.53*	*81.80*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P1 906*	*IAI P1 906*	*IAI P1 906*	*IAI P1 906*	*IAI P1 906*
How does the data support the course goals? Elaborate.	*Students are exhibiting improving and strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR MIXED MAJORS STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*PHYSICAL SCIENCE*				
COURSE TITLE	*PHY-130: COLLEGE PHYSICS I*				
COURSE DESCRIPTION	*THIS COURSE COVERS NEWTONIAN MECHANICS, HEAT, FLUID MOTION. INTENDED FOR STUDENTS IN THE PRE-PROFESSIONAL AREAS, ARTS AND SCIENCES, AND FOUR YEAR TECHNOLOGY MAJORS. IT IS NOT INTENDED FOR STUDENTS WHO PLAN TO MAJOR (OR MINOR) IN PHYSICS OR ENGINEERING.*				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*46*	*40*	*40*	*38*	*37*
CREDIT HOURS PRODUCED	*184*	*160*	*160*	*152*	*148*
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	*82.20*	*60.06*	*94.89*	*78.95*	*84.17*
IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)	*IAI P1 900L*	*IAI P1 900L*	*IAI P1 900L*	*IAI P1 900L*	*IAI P1 900L*
HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.	*STUDENTS ARE EXHIBITING IMPROVING AND STRONG 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*PHY-131: College Physics II*				
Course Description	*An introduction to electricity and magnetism, wave motion, optics and basic modern physics for pre-professional, arts and sciences, and four-year technology majors. This course is to be taken with PHY-130 to form a complete sequence.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*31*	*15*	*27*	*23*	*16*
Credit Hours Produced	*124*	*60*	*108*	*92*	*64*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*93.54*	*73.87*	*91.67*	*94.12*	*100*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*ISU:2/12* *NIU:1/11* *EIU:1/11* *SIUC:12/10* *ISU:12/10*	*ISU:2/12* *NIU:1/11* *EIU:1/11* *SIUC:12/10* *ISU:12/10*	*ISU:2/12* *NIU:1/11* *EIU:1/11* *SIUC:12/10* *ISU:12/10*	*ISU:2/12* *NIU:1/11* *EIU:1/11* *SIUC:12/10* *ISU:12/10*	*ISU:2/12* *NIU:1/11* *EIU:1/11* *SIUC:12/10* *ISU:12/10*
How does the data support the course goals? Elaborate.	*Students are exhibiting of achieving excellent levels of 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*PHY-140: University Physics I*				
Course Description	*This is a study of Newtonian Mechanics. The course is for physics majors and minors, engineering students and the mathematically oriented student. This is the first of a three-course sequence.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*28*	*26*	*33*	*31*	*38*
Credit Hours Produced	*112*	*104*	*132*	*124*	*152*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*77.5*	*71.07*	*80.45*	*97.23*	*89.03*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI P2 900L*	*IAI P2 900L*	*IAI P2 900L*	*IAI P2 900L*	*IAI P2 900L*
How does the data support the course goals? Elaborate.	*Students are exhibiting improving and strong 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Science*				
Course Title	*PHY-141: University Physics II*				
Course Description	*This course is a study of heat, electricity, and magnetism for students in physics, engineering, chemistry, and mathematics.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	19	23	15	24	13
Credit Hours Produced	76	48	20	36	12
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	68.75	91.30	86.66	91.67	84.61
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU:5/99 UIUC:1/97	NIU:5/99 UIUC:1/97	NIU:5/99 UIUC:1/97	NIU:5/99 UIUC:1/97	NIU:5/99 UIUC:1/97
How does the data support the course goals? Elaborate.	*Students are exhibiting improving and strong 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.	*Any gaps are identified at the course assessment level and not at the 5-year data review level.*
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.	*Action plans where necessary, are created for course assessment identified needs or concerns.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*Success rate for STEM majors students is strong.*
Resources Needed	*None*
Responsibility Who is responsible for completing or implementing the modifications?	*Lead Instructor*

Years are Fiscal (SU, FA, SP).

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	*Physical Sciences*				
Course Title	*PHY-142: University Physics III*				
Course Description	*This course is a study of wave motion, sound, light, and modern physics for students in physics, engineering, chemistry, and mathematics.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*10*	*12*	*5*	*9*	*3*
Credit Hours Produced	*40*	*48*	*20*	*36*	*12*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*100*	*99.9*	*100*	*100*	*33*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*NIU:5/99 UIUC:1/97 SIUC:5/89*	*NIU:5/99 UIUC:1/97 SIUC:5/89*	*NIU:5/99 UIUC:1/97 SIUC:5/89*	*NIU:5/99 UIUC:1/97 SIUC:5/89*	*NIU:5/99 UIUC:1/97 SIUC:5/89*
How does the data support the course goals? Elaborate.	*Students are exhibiting improving and 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.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL.*
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.	*ACTION PLANS WHERE NECESSARY, ARE CREATED FOR COURSE ASSESSMENT IDENTIFIED NEEDS OR CONCERNS.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*SUCCESS RATE FOR STEM MAJORS STUDENTS IS STRONG.*
Resources Needed	*NONE*
Responsibility Who is responsible for completing or implementing the modifications?	*LEAD INSTRUCTOR*

Years are Fiscal (SU, FA, SP).

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	*Physical Sciences*				
Course Title	*PHY-239: Mechanics I*				
Course Description	*This course is a study of the mechanics of static, rigid bodies for engineering students.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*20*	*17*	*15*	*24*	*14*
Credit Hours Produced	*60*	*51*	*45*	*72*	*42*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*68.42*	*88.23*	*73.33*	*84*	*92.86*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI EGR 942*	*IAI EGR 942*	*IAI EGR 942*	*IAI EGR 942*	*IAI EGR 942*
How does the data support the course goals? Elaborate.	*Students are exhibiting improving and strong 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.	*Any gaps are identified at the course assessment level and not at the 5-year data review level.*
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.	*Action plans where necessary, are created for course assessment identified needs or concerns.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*Success rate for STEM majors students is strong.*
Resources Needed	*None*
Responsibility Who is responsible for completing or implementing the modifications?	*Lead Instructor*

Years are Fiscal (SU, FA, SP).

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	*Physical Sciences*				
Course Title	*PHY-240: Mechanics II*				
Course Description	*This course is a study of the motion of rigid bodies and systems of particles for engineering students.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*13*	*13*	*10*	*15*	*10*
Credit Hours Produced	*39*	*39*	*30*	*45*	*30*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*50*	*100*	*80*	*73.34*	*100*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*IAI EGR 943*	*IAI EGR 943*	*IAI EGR 943*	*IAI EGR 943*	*IAI EGR 943*
How does the data support the course goals? Elaborate.	*Students are exhibiting strong 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.	*Any gaps are identified at the course assessment level and not at the 5-year data review level.*
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.	*Action plans where necessary, are created for course assessment identified needs or concerns.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*Success rate for STEM majors students is strong.*
Resources Needed	*None*
Responsibility Who is responsible for completing or implementing the modifications?	*Lead Instructor*

Years are Fiscal (SU, FA, SP).

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	*Physical Sciences*				
Course Title	*PHY-245:* Solid Mechanics				
Course Description	*This course is the study of the relationship between the external loadings on a deformable object and the resulting deformations and internal stresses and strains.*				
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Number of Students Enrolled	*0*	*7*	*0*	*0*	*0*
Credit Hours Produced	*0*	*21*	*0*	*0*	*0*
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	*0*	*100*	*0*	*0*	*0*
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	*NIU:05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07*	*NIU:05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07*	*NIU:05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07*	*NIU:05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07*	*NIU:05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07*
How does the data support the course goals? Elaborate.	*This course has not been taught mainly on account of low student interest.*				

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.	*Any gaps are identified at the course assessment level and not at the 5-year data review level.*
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.	*Action plans where necessary, are created for course assessment identified needs or concerns.*
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	*Course has not been offered enough due to low demand. However plans to offer the course based on increasing number of pre-engineering students.*
Resources Needed	*None*
Responsibility Who is responsible for completing or implementing the modifications?	*Lead Instructor*

Years are Fiscal (SU, FA, SP).

CROSS-DISCIPLINARY

Remedial English Language Arts (Reading and Communication Skills)	
College Name:	Lake Land College
Fiscal Year in Review:	2018 – 2019
Review Summary	
Program Objectives What are the objectives or goals of the program?	To ensure students are able to retain college based writing instruction and reading comprehension on a college academic level.
To what extent are these objectives or goals being achieved?	Offering co-requisite writing courses, online courses, face to face courses, as well as limited enrollment sections.
How does this program contribute to other fields and the mission of the college?	The Developmental courses offered at Lake Land College stand with the college's mission of creating and continuously improving a learning environment for the lifelong educational needs of the diverse communities we serve.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	We are now offering co-requisite courses for our ENG 007 (Developmental Writing) and ENG 120 (Composition I), We continue to offer contextualized reading courses as well. Through all of the new offerings and strides made by our college, our English Dev Ed team still believes that our main goal is to make our students' college ready at a rate that is most friendly to the student's academic needs and goals.
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 and supportive academic programs.	We offer all developmental courses through every facet the college offers the general education courses. In addition, we have developed through a grant a guided pathway with our developmental English and required Comp I.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this program?	The student pays for tuition, and in addition to the tuition in the reading developmental classes some students are required to purchase or rent additional novels for a practice enhancement tool for the bullet points of reading comprehension skills taught. The cost of the guided pathway for English is simply the cost of salaries for FT and PT faculty. The summer bridge development, co-requisite course development through the BTG grant. Salaries are paid out of the college operations budget.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for developmental classes through state tax reimbursement, local property tax dollars, and the student tuition fee. Faculty was paid
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 continues to pay a $750 stipend to each of the two faculty teaching the Summer Bridge Course. Any additional costs were 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 endeavoring more into Guided Pathways and Co-requisite classes to accelerate the student to the transferrable credit hour courses.

2.5 Are there needs for additional resources? If so, what are they?	Beyond the new textbooks there are no additional resources needed at this time.
Indicator 3: Quality	**Response**
3.1 How is the college working with high schools to reduce remedial needs?	We have been in contact with the high schools through meetings, tutorials, and workshops to discuss ways for incoming students exiting high school to be more academically college ready. High school placement reports, Principal, Dean and Counselor Meetings, Superintendent Meeting.
3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Our program offers every diverse way of classes, as the college does for any transfer course. High school placement reports, Principal, Dean and Counselor Meetings, Superintendent Meeting.
3.3 What innovation has been implemented or brought to this program?	The largest and most substantial innovation that has been implemented are the co-requisites and the promise of future blended courses to have the students accelerate out of developmental courses into transfer credit classes.
3.4 To what extent is the program integrated with other instructional programs and services?	We have a contextualized reading class, which is formatted for the John Deere incoming students who have tested into our highest level of reading course (RDG 051). In addition to this course there are new English co-requisite courses offered (ENG 119 = ENG 007 + ENG 120)
3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	We, as a college, are continually building bridges with high schools and future needs of incoming students to have them become academically successful without large time frame gaps in their academic career.
3.6 How well are completers of remedial/developmental courses doing in related college-level courses	About 66% of students who complete a developmental course with a C or better, receive a C or better in their first college credit class.

3.7 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?	Continuing to offer the co-requisite courses, and create more guided pathways to serve the developmental students to prepare them in an accelerated fashion to be college ready.
3.8 Provide a description of the remedial/developmental sequence. Colleges may attach a graphic representation.	With Accuplacer placement test: Reading Requirements: 20-40 = RDG 007 41-55 = RDG 009 56-78=RDG 050/RDG 051 79+ No developmental course required English Requirements: 20-40 = ENG 005 41-50 and/or 51-63 w/ WritePlacer 1-4 = ENG 007 51-63 w/ WritePlacer 5-8 and/or 64-120 = ENG 121
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 Developmental English and Reading. However, staff members have used designated professional development days to carry out reading and research on trends and practices with developmental education. Faculty have attended co-requisite summits hosted by ICCB. Monthly Dev Ed Task Force meetings are also attended by all developmental faculty.

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 robust real-time analytics software to quickly produce needed data for key personnel involved in implementation or monitoring or initiatives college can be a barrier within itself.

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS

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

COURSE TITLE	*ENG – 005 FOUNDATIONS*				
COURSE DESCRIPTION	This course enables students to upgrade writing skills through a concentration on grammar and sentence structure. Areas included are parts of speech, parts of sentence and punctuation.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*35*	*39*	*8*	*12*	*15*
CREDIT HOURS PRODUCED	*105*	*117*	*24*	*36*	*45*
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	*65*	*72*	*70*	*90*	*90*

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
COURSE TITLE	*ENG – 007 COMPOSITION SKILLS*				
COURSE DESCRIPTION	Students will review the basics of spelling, grammar, and the components of the short essay. Students will, by the end of the term, produce thoroughly revised essays that are free of all major grammar and readability errors.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*93*	*187*	*125*	*149*	*109*
CREDIT HOURS PRODUCED	*279*	*561*	*375*	*447*	*327*
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT	*75*	*80*	*82*	*80*	*82*

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
COURSE TITLE	*RDG – 007 FUNDAMENTALS OF READING*				
COURSE DESCRIPTION	Required of students who need additional preparation before enrolling in RDG 009 – Essentials of Reading. Emphasis is placed on basic reading skills including phonics, spelling, vocabulary, comprehension and critical reading. **Placement determined by Assessment**				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*16*	*14*	*22*	*15*	*18*
CREDIT HOURS PRODUCED	*40*	*35*	*55*	*37.5*	*45*
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	*50*	*70*	*72*	*70*	*90*

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
COURSE TITLE	*RDG – 009 ESSENTIALS OF READING*				
COURSE DESCRIPTION	Required of students who need additional preparation before enrolling in Reading and Study Skills (RDG050). Emphasis is placed on six competencies, a personal reading plan, and a computerized prescriptive reading program.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*72*	*127*	*63*	*107*	*95*
CREDIT HOURS PRODUCED	*180*	*317.5*	*157.5*	*267.5*	*237.5*
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT	*68*	*70*	*72*	*70*	*75*

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
COURSE TITLE	*RDG 050 READING STUDY SKILLS*				
COURSE DESCRIPTION	This course is designed to improve Reading-Study skills with emphasis on comprehending college textbooks. It will include multiple context methods for improving college geared reading. This course does not apply toward an Associate degree.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*370*	*236*	*333*	*308*	*288*
CREDIT HOURS PRODUCED	*925*	*590*	*832.5*	*770*	*720*
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	*65*	*68*	*70*	*72*	*79*

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Remedial English Language Arts, Cross-Disciplinary Review. Provide the most recent 5 year longitudinal data available.					
COURSE TITLE	*RDG 051 CTE READING STUDY SKILLS*				
COURSE DESCRIPTION	This course is designed to improve reading-study skills with emphasis on comprehending textbooks and contextualized course work. It will include multiple context methods for improving technical reading. This course does not apply toward an Associate degree.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	*8*	*8*	*11*	*8*	*8*
CREDIT HOURS PRODUCED	*20*	*20*	*27.5*	*20*	*20*
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	*95*	*98*	*99*	*100*	*100*

REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	It is through extensive research that the Developmental Education needs are still present with the incoming student population; however, there is a great need for these students to progress at a rate that is realistic to their academic success.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We, as a college, need to continue to put the needs of the students before any trends; however, we also need to improve the student's progress through the Dev Ed courses without cutting any of the academic guidance that they require.

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:	2017-2021
REVIEW AREA:	***FINANCIAL AID***
Program Summary Please provide a brief summary of the function of the program.	The mission of the Financial Aid & Veteran Services office is to assist families in actively seeking college financial aid resources in the form of grants, scholarships, work study, and loans.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	The last five years continued to bring challenges, as well as rewards, in fulfilling this mission. The need for financial aid, as well as the demands on the Financial Aid office, has continued to grow over the past five years. While we've experienced enrollment declines, and the total number of FAFSA applications has decreased, the unmet need of our students has increased significantly as costs continue to increase. In 2017-18, we received over 5,000 applications for financial aid, and the total amount of federal, state, institutional, and outside aid awarded was $11.4 million. Over 1500 students received the Federal Pell Grant and 661, or 44%, also received the Illinois MAP Grant award. Five years ago in 2012-13, the total amount of financial aid awarded was $13.7 million, with 2196 students receiving Pell and 955 receiving MAP. In order to respond to the increased needs and challenges, the financial aid office has undertaken many process improvements and innovative practices. Technology has allowed the office to automate many processes, and we continue to find more efficient and effective ways to administer financial aid, as well as to communicate with students. One of the biggest improvements in the past five years was the implementation of student self-service within our administrative software platform. Students can now view a multitude of information regarding their financial aid, including the status of their application, required verification documents, award letters, Satisfactory Academic Progress (SAP), account information, refunds, and much more in their college portal. Communicating via text messages in addition to emails has also helped us reach out to students with important and up-to-date information regarding financial aid. The financial aid office continues to focus on community outreach. We conduct financial aid nights at all of our district high schools each fall to educate students and parents on the importance of going to college, as well as with the planning and preparation required to know how to pay for college. With the change to the FAFSA

	application date from January 1 each year to October 1 the previous year, we have moved our high school visits up in the school year and are now conducting our financial aid nights in August, September, and early October. This has presented a challenge with getting into the schools right when they are restarting each year, and it has taken much-needed resources away from serving our current college students right as the fall semester begins; however, we have made it work. As more students are reliant upon student loans to fill their unmet cost of attendance, we are increasingly concerned about our loan default rate, and the college has taken action to review its practices and develop a default rate management plan to implement best practices to lower the number of students going into default. Our default rate continues to fluctuate, and over the past five years, our rate has dropped from 24.9% to 18.5%, which is a decrease of 6.4%. The Financial Aid Office continues to monitor the rate and will modify the plan as needed. We also continue to advise students to restrict borrowing as much as possible to avoid excessive loan debt.

What are the identified or potential weaknesses of the program?	The biggest area of concern on the state level continues to be funding. In the past five years, our total state grants to students has gone from $1.3 million to just over $900,000. As tuition and fees have increased, the maximum Illinois MAP Grant has not kept up and has created an increasingly growing gap for our neediest students. The uncertainty of funding in the past few years has damaged the confidence of students, schools, and the community and reached crisis level when state budgets were delayed. The Federal Pell Grant has increased each year, but any increase is quickly absorbed by the stagnant MAP funding. The number of students receiving MAP has decreased significantly and the funding cut-off remained early in the year before community college students typically apply for aid. Five years ago in 2012-13, we had 955 MAP recipients receiving a total of $949,269 in funding. In 2017-18, we had just 661 students receiving MAP funding totaling $743,043. This dramatic decrease is due to the underfunding of the lllinois MAP Grant. Because the grant quickly runs out of funds, and the cut-off date moves earlier each year, fewer of our students are able to receive these funds. Many of our students, who are more likely to make the decision to attend college later in the year, are often left without adequate funding and must increasingly rely on student loans to make up the difference. For those who do receive a MAP Grant, the maximum award is now based on 2009-10 tuition and fees, which leaves a "MAP gap" which must be made up with the Pell Grant or other resources, leaving less money for other college expenses. Funding for the Illinois Veterans Grant, which is an entitlement for those who qualify, is also severely underfunded.
What are the program's strengths?	The greatest strength of the Financial Aid program is the dedicated staff who administer it. With over 50+ years of combined experience, the staff is well-trained and versed on serving a diverse student population.

Rationale Detail all major findings resulting from the current review.	The review of the Financial Aid Office has found that it operates consistently and professionally with a focus on its mission to assist families in actively seeking college financial aid resources.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The Financial Aid Office will continue to innovate, improve processes, and expand outreach efforts to students. It will also continue to monitor student loan default rates and modify its default prevention plan as needed.

PRIOR REVIEW SUPPLEMENTAL INFORMATION

Not Applicable