

LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2020

| Program Review Cover Page | |
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| 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: | 2020 |
| Directory of Reviews Submitted | |
| Area Being Reviewed | Page Numbers |
| Career and Technical Education | 3-205 |
| Academic Disciplines | 206-235 |
| Student and Academic Support | 236-246 |
| Cross-Disciplinary Instruction | 247-258 |
| Prior Review Supplemental Information | 259 |
| Other Attachments As Necessary | 260 |

CAREER AND TECHNICAL EDUCATION

| Career & Technical Education | | | | |
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| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | 2015-2019 | | | |
| 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 |
| AG BUSINESS | CRT.A GBUS | 40 | 1.0101 | |
| 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. | | | | |
| <p>Program Objectives What are the overarching objectives/goals of the program?</p> | <p>The Agriculture Business certificate program is designed to prepare students for employment in beginning management and sales capacities in agriculture businesses including elevators, fertilizer companies and feed companies.</p> <ol style="list-style-type: none"> 1. Students will be evaluated on their understanding of the material presented in the various AG Business courses that are within this degree. 2. Questions that make the students think critically and questions that ask the students to display a basic understanding of agronomy will be embedded within the various agronomy classes that students will take. Some of these classes include soils, pest management, soil fertility, and crops. 3. Questions will be embedded in the exams of AGR 060, AGR 063 and or AGR 206. | | | |
| <p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p> | <p>Per the Ag Business program coordinator a five year average for achieving program objectives is 87%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system</p> | | | |

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| <p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p> | <p>Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag topics has been emphasized in all agronomic and software courses within the curriculum.</p> <p>The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students. The Agriculture Division currently has students that come from the following states; Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio and South Dakota.</p> |
| <p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p> | <p>Mark Niemerg Agriculture Instructor and Farm Manager. Mark serves as the Ag Business Program Coordinator. Mark teaches several courses within this degree and serves as the academic adviser to students within the Ag Business degree. Mark collaborates with other instructors within the Ag division (Ryan Wildman Agriculture Instructor, Hayden Wilder Agriculture Instructor and Ryan Orrick Agriculture Division Chair) that teach courses within this program to compile data to report into Weave.</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p> | <p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Assessment Coordinator: Lisa Madlem provides guidance and support for assessment Institutional Research: Lynn Breer provides information and analytics of programs and trends Dean of Guided Pathways: Darci Cather program maps and career pathways.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Yes, no new findings or revisions are noted at this time.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>A reduction of 10 credit hours in a good faith effort to align with the 30 hours for a certificate degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 30 hours beginning in FY2021.</p> |

| Indicator 1: Need | Response |
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| 1.1 What is the labor market demand for the program? | The national and state average shows a 4% increase in new openings, and an average median salary of \$61,018 within the state and \$66,543 nationally. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | The demand has been steady with an average growth of 4% over the last 5 years, the same is noted for the next 5 years |
| 1.3 What labor market information sources are utilized? | ONET |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?) | <p>Several venues are explored to educate students on the lucrative career path for Ag Business here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE’s • Facebook Page • Farm Progress Show |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once he need/change is approved, I proceed to the curriculum committee with the needed changes. |
| 1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain. | At this time, none have been realized. |

| Indicator 2: Cost Effectiveness | Response |
|--|--|
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was \$206,896.66 for 2019 2. Ag Business is one of the most profitable programs on campus 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies |
| <p>2.2 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.</p> | <p>Most of the cost do not come from grant sources.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>All AG programs share equipment and resources to financially benefit Lake Land College.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>There are several variables that go into the cost for the program so it is hard to give an exact one size fits all number. \$5,100.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students.</p> <p>A reduction in 10 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>Not at this time</p> |
| Indicator 3: Quality | Response |
| <p>3.1 What are the program's strengths?</p> | <p>The strengths are the following:</p> <ol style="list-style-type: none"> 1. A talented student base 2. A rich agriculture area 3. Supportive industry partners that see and know the value of this program 4. Strong college support 5. A talented and dedicated group of faculty |

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| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>Low enrollment and a shrinking population within our district are concerning.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams. The course persistence report provides success rates for both online and F2F courses.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>No, Ag Business CRT is a part of the Ag Business AAS program and needs of the AG Business CRT are met as a part of AAS Ag Business.</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes the Ag Business certificate is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs. As well, the Agriculture Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Simulation equipment is being secured to offer opportunities in precision farming.</p> |

¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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|--|---|-----------------------------|----------|-----------------------------|-------------|-------------------------------------|------|-------------------------------------|------------|-----------|--|------------------------------------|---------|------------------------------------|-------------|------------------------------------|----------|
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <table border="0"> <tr> <td>AGR-083-23682 Small Engines</td> <td>Marshall</td> </tr> <tr> <td>AGR-083-42843 Small Engines</td> <td>Okaw Valley</td> </tr> <tr> <td>AGR-121-46753 Farm Business Records</td> <td>Pana</td> </tr> <tr> <td>AGR-121-46756 Farm Business Records</td> <td>Stewardson</td> </tr> <tr> <td>Strasburg</td> <td></td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Windsor</td> </tr> <tr> <td>AGR-121-8466 Farm Business Records</td> <td>Shelbyville</td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Sullivan</td> </tr> </table> | AGR-083-23682 Small Engines | Marshall | AGR-083-42843 Small Engines | Okaw Valley | AGR-121-46753 Farm Business Records | Pana | AGR-121-46756 Farm Business Records | Stewardson | Strasburg | | AGR-121-8649 Farm Business Records | Windsor | AGR-121-8466 Farm Business Records | Shelbyville | AGR-121-8649 Farm Business Records | Sullivan |
| AGR-083-23682 Small Engines | Marshall | | | | | | | | | | | | | | | | |
| AGR-083-42843 Small Engines | Okaw Valley | | | | | | | | | | | | | | | | |
| AGR-121-46753 Farm Business Records | Pana | | | | | | | | | | | | | | | | |
| AGR-121-46756 Farm Business Records | Stewardson | | | | | | | | | | | | | | | | |
| Strasburg | | | | | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Windsor | | | | | | | | | | | | | | | | |
| AGR-121-8466 Farm Business Records | Shelbyville | | | | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Sullivan | | | | | | | | | | | | | | | | |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in the Ag Business Certificate will complete eight weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division .Companies are invited in to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network with Agriculture based companies such as John Deere, Bayer, The Equity, Growmark, CNH, Helena, Crop Production Services and various farming operations. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students.</p> | | | | | | | | | | | | | | | | |
| <p>3.9 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).</p> | <p>Not applicable</p> | | | | | | | | | | | | | | | | |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>Not applicable</p> | | | | | | | | | | | | | | | | |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> | | | | | | | | | | | | | | | | |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> | | | | | | | | | | | | | | | | |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>No articulation agreements exist from certificate programs.</p> | | | | | | | | | | | | | | | | |

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| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Animal Science, Ag Business and Agronomy have been utilized to increase knowledge in specific areas for instructors.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Simulation equipment, two greenhouses, 25-computer station lab and a mobile tablet lab is utilized for students completing this degree. As well a precision planter, a Puma Case tractor with RTK and a 14foot sprayer is utilized in the agronomy area for precision training</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Each course and program is assessed once a year. Assessment takes place in the spring and fall semester with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. An example would be a lower completion rate in Animal science was noted. This year more opportunities in content is being delivered to help explain topics assessed in the course</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Students noted a high satisfaction in employment preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>A student survey is completed annually about employment readiness.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>All Supervised Occupational Employers fill out a performance review on the students hired.</p> |

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| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>Annually a formal meeting is conducted in January to give program updates. As well, a discussion opportunity for employers and partners to voice concern or a new opportunity that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduating sophomores</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>An annual performance review of sophomore students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>None at this time.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>N/A.</p> | |

| Performance and Equity | | | | | |
|--|---|--------|--------|--------|--------|
| 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 | AG BUSINESS CRT.AGBUS | | | | |
| CIP Code | 1.0101 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 3 | 5 | 4 | 1 | 1 |
| Number of Completers | 12 | 9 | 12 | 6 | 7 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | The data shows that the Ag Business Certificate is a credential path for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or continue in the AAS Ag Business degree. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | No, but if gaps are identified, faculty work collaboratively to identify a strategy to address them. | | | | |
| 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. | Yes, in terms of gender and race in general represented student population, as our district population is 96% Caucasian. | | | | |

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| <p>Are the students served in this program representative of the district population? Please explain.</p> | <p style="text-align: center;">Yes</p> |
| <p>Review Results</p> | |
| <p>Action</p> | <p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>The Ag Business certificate is an important career path for students in our district seeking a 1 year credential.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p style="text-align: center;">Attention to recruitment is being explored.</p> |
| <p>Resources Needed</p> | <p style="text-align: center;">Budget money to travel and effectively recruit prospective students into the Ag Business certificate. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p style="text-align: center;">Agriculture Division Chair and Agriculture Faculty</p> |

| Career & Technical Education | | | | |
|--|----------------|---|------------------|---|
| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2019 | | |
| 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 |
| Ag Business and Supply | AAS | 68.5 | 1.0103 | CRT.AGBUS |
| 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? | | Ag Business prepares students for employment in beginning management and sales capacities in agriculture businesses including elevators, fertilizer companies and feed companies. Students have the option of a two-year associate degree or one-year certificate. 1. Students will be evaluated on their understanding of the material presented in the various AG Business courses that are within this degree. 2. Students will display their understanding of the presented material and relative concepts that are presented in the agronomy classes. 3. Students will be asked to reveal their level of understanding of livestock production. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | Per the Ag Business program coordinator a five year average for achieving program objectives is 87%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag topics has been emphasized in all agronomic and software courses within the curriculum. Yes, more precision farming technology is being incorporated into exiting classes, a DACUM was completed to achieve this initiative. | | |

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| | <p>The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students. The Agriculture Division currently has students that come from the following states; Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio and South Dakota.</p> |
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| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Yes, no new findings or revisions are noted at this time.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The recommendation from the Ag advisory council is for students to maintain the current program requirement rigor to be competitive in the career. A reduction of 4 credit hours in a good faith effort to align with the 60 hours for a degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 64.5 hours beginning in FY2021.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The national and state average shows a 4% increase in new openings, and an average median salary of \$61,018 within the state and \$66,543 nationally.</p> |

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| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The demand has been steady with an average growth of 4% over the last 5 years, the same is noted for the next 5 years</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>ONET</p> |
| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>Several venues are explored to educate students on the lucrative career path for Ag Business here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • <p>Members of Ambassador Team</p> <ul style="list-style-type: none"> • Hosted 8 District and Section CDE's • Facebook Page • Farm Progress Show |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once he need/change is approved, I proceed to the curriculum committee with the needed changes.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time, none have been realized.</p> |

| Indicator 2: Cost Effectiveness | Response |
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| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 4. Tuition & Fees Plus Reimbursement Minus Instructional Costs was \$206,896.66 for 2019 5. Ag Business is one of the most profitable programs on campus 6. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies |
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| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>All AG programs share equipment and resources to financially benefit Lake Land College.</p> |
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| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>Not at this time</p> |
| Indicator 3: Quality | Response |
| <p>3.1 What are the program's strengths?</p> | <p>The strengths are the following:</p> <ol style="list-style-type: none"> 6. A talented student base 7. A rich agriculture area 8. Supportive industry partners that see and know the value of this program 9. Strong college support 10. A talented and dedicated group of faculty |

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| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>A slight decline in enrollment and a shrinking population within our district are concerning.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams.</p> <p>The course persistence report provides success rates for both online and F2F courses.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB²? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p> |
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| <p>3.64 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Simulation equipment is being secured to offer opportunities in precision farming and livestock production.</p> |

² Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.9 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).</p> | <p>Not applicable</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>Not applicable</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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Wesley
Emily
Jennifer
Kelly
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| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>Formal and informal articulation agreements are in place with Southern Illinois University Carbondale, Illinois State University, Western Illinois University and Murray State University.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Murray State University</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Animal Science, Ag Business and Agronomy have been utilized to increase knowledge in specific areas for instructors.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Simulation equipment, two greenhouses, 25 computer station lab and a mobile tablet lab is utilized for students completing this degree. As well a precision planter, a Puma Case tractor with RTK and a 14foot sprayer is utilized in the agronomy area for precision training</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Each course and program is assessed once a year. Assessment takes place in the spring and fall semester with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. An example would be a lower completion rate in Animal science was noted. This year more opportunities in content is being delivered to help explain topics assessed in the course</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Students noted a high satisfaction in employment preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>A student survey is completed annually about employment readiness.</p> |

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| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>All Supervised Occupational Employers fill out a performance review on the students hired.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>Annually a formal meeting is conducted in January to give program updates. As well, a discussion opportunity for employers and partners to voice concern or new opportunities that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduating sophomores</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>An annual performance review of sophomore students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>None at this time.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>N/A</p> | |

| Performance and Equity | | | | | |
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| 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 | Ag Business and Supply | | | | |
| CIP Code | 1.0103 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 78 | 70 | 64 | 58 | 60 |
| Number of Completers | 26 | 20 | 18 | 19 | 23 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | The data shows that Ag Business is an important field of study for many students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or transferring to a University to complete a higher degree. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | No, if gaps are identified, faculty work collaboratively to identify a strategy to address them. | | | | |
| 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 program has close to a 60%-40% male to female ratio and would parallel the demographic of the student population. | | | | |

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| <p>Are the students served in this program representative of the district population? Please explain.</p> | <p>The program has close to a 60%-40% male to female ratio and would parallel the demographic of the district population.</p> |
| <p>Review Results</p> | |
| <p>Action</p> | <p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>The Ag Business and Supply degree remains a popular and equitable program of Lake Land College, although numbers are trending down.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>More emphasis will be placed on recruitment of students into the program and a continued effort in improving retention, persistence and completion data.</p> |
| <p>Resources Needed</p> | <p>Budget money to travel and effectively recruit prospective students into the Ag Business career. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>Agriculture Division Chair and Ag Business Program Coordinator</p> |

| Career & Technical Education | | | | |
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| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | 2015-2019 | | | |
| 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 |
| Ag Production and Management | AAS | 68 | 1.0301 | CRT.LVST and CRT.CROP |
| 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. | | | | |
| <p>Program Objectives What are the overarching objectives/goals of the program?</p> | <p>The Ag Production & Management curriculum is designed for those students who are planning a career in agricultural production, farming, ag production sales, management or ownership in these areas. While this curriculum is designated for agricultural production, it is also transferable.</p> <ol style="list-style-type: none"> 1. Demonstrate an awareness of farm safety and the safe operation of farm implements. 2. Demonstrate an understanding of livestock fundamentals in the core areas of breeds, selection, genetics, reproduction, animal products, nutrition, and health. 3. Demonstrate an understanding of commodities and marketing 4. Express basic agriculture competency skills in oral and written communication. 5. Express an understanding of computers and awareness of agriculture software. 6. Demonstrate an understanding of the operation of a farm enterprise, skills and knowledge application, and use of technologies. 7. Identify risk and conflict in management decisions. 8. Apply appropriate mathematic skills required for agriculture production. 9. Prepare accurate records for the purpose of accounting and financing. | | | |

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| <p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p> | <p>Per the Ag Production and Management program coordinator a five year average for achieving program objectives is 86%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system</p> |
| <p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p> | <p>The Agriculture Advisory Committee provided the recommendation that students work at multiple work locations across their four Supervised occupational Experiences. The rationale for this recommendation stressed the importance of students gaining experience from different production operations. The accumulation of more diverse work experiences within industry would ultimately enhance their management skills and decision making processes.</p> <p>The Advisory Council further recommended greater integration of Precision Agriculture topics into the curriculum. As a result, there has been a greater focus on Precision Ag particularly in agronomic and software classes.</p> <p>The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students. The Agriculture Division currently has students that come from the following states; Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio and South Dakota</p> |
| <p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p> | <p>Hayden Wilder Agriculture Instructor and Livestock Judging Team Coach, serves as the Ag Production and Management Program Coordinator. Hayden teaches several courses within this degree and serves as the academic adviser to students within the Ag Production and Management degree. Hayden collaborates with other instructors within the Ag division (Ryan Wildman Agriculture Instructor, Mark Niemerg Agriculture Instructor and Ryan Orrick Agriculture Division Chair) that also teach courses within this program to compile data to report into Weave.</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p> | <p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Assessment Coordinator: Lisa Madlem provides guidance and support for assessment Institutional Research: Lynn Breer provides information and analytics of programs and trends Dean of Guided Pathways: Darci Cather program maps and career pathways.</p> |
| <p style="text-align: center;">CTE Program Review Analysis</p> <p>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.</p> | |

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| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Yes, no new findings or revisions are noted at this time.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The recommendation from the Ag advisory council is for students to maintain the current program requirement rigor to be competitive in the career. A reduction of 4 credit hours in a good faith effort to align with the 60 hours for a degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 64 hours beginning in FY2021.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The national and state average shows a 4% increase in new openings, and an average median salary of \$61,018 within the state and \$66,543 nationally.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The demand has been steady with an average growth of 4% over the last 5 years, the same is noted for the next 5 years</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>ONET</p> |
| <p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>Several venues are explored to educate students on the lucrative career path for Ag Business here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE's • Facebook Page • Farm Progress Show |

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| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once he need/change is approved, I proceed to the curriculum committee with the needed changes.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time, none have been realized.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was \$203,572.61 for 2019 2. Ag Production is one of the most profitable programs on campus 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies |
| <p>2.2 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.</p> | <p>Most of the cost do not come from grant sources.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>All AG programs share equipment and resources to financially benefit Lake Land College.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>There are several variables that go into the cost for the program so it is hard to give an exact one size fits all number. \$10,390.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students.</p> <p>A reduction in 4 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p> |

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| <p>3.9 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).</p> | <p>Not applicable</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>Not applicable</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>Formal and informal articulation agreements are in place with Southern Illinois University Carbondale, Illinois State University, Western Illinois University and Murray State University.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Murray State University</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Animal Science, Ag Business and Agronomy have been utilized to increase knowledge in specific areas for instructors.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Simulation equipment, two greenhouses, 25 computer station lab and a mobile tablet lab is utilized for students completing this degree. As well a precision planter, a Puma Case tractor with RTK and a 14foot sprayer is utilized in the agronomy area for precision training</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Each course and program is assessed once a year. Assessment takes place in the spring and fall semester with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p> |

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| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. An example would be a lower completion rate in Animal science was noted. This year more opportunities in content is being delivered to help explain topics assessed in the course</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Students noted a high satisfaction in employment preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>A student survey is completed annually about employment readiness.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>All Supervised Occupational Employers fill out a performance review on the students hired.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>Annually a formal meeting is conducted in January to give program updates. As well, a discussion opportunity for employers and partners to voice concern or new opportunities that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduating sophomores</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>An annual performance review of sophomore students</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>A closer look at the Perkins Program of Study standards will be examined or the fall semester.</p> |

| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | | | | | |
|--|---|--------|--------|--------|--------|
| <p>N/A</p> | | | | | |
| <p>Performance and Equity</p> <p>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.</p> | | | | | |
| CTE Program | Ag Production and Management | | | | |
| CIP Code | 1.0301 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 46 | 56 | 56 | 57 | 52 |
| Number of Completers | 14 | 16 | 15 | 26 | 21 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | <p>The data shows that Ag Production is an important field of study for many students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or transferring to a University to complete a higher degree.</p> | | | | |
| What disaggregated data was reviewed? | <p>Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division</p> | | | | |

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| Were there gaps in the data? Please explain. | No, if gaps are identified, faculty work collaboratively to identify a strategy to address them. |
| What is the college doing to overcome any identifiable gaps? | Not Applicable |
| Are the students served in this program representative of the total student population? Please explain. | The program has close to a 76%-24% male to female ratio. This ratio would have a higher male concentration than the demographic of the student population. |
| Are the students served in this program representative of the district population? Please explain. | The program has close to a 76%-24% male to female ratio and would have a higher concentration of males than the demographic of the district population. |
| Review Results | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | The Ag Production and Management degree remains a popular and equitable program of Lake Land College. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | More emphasis will be placed on recruitment of students into the program and a continued effort in improving retention, persistence and completion data. |
| Resources Needed | Budget money to travel and effectively recruit prospective students into the Ag Production career. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives. |
| Responsibility Who is responsible for completing or implementing the modifications? | Agriculture Division Chair and Ag Production Program Coordinator |

| Career & Technical Education | | | | |
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| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2019 | | |
| 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 |
| CROP PRODUCTION | CRT.C ROP | 38.5 | 010601 | |
| 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 Crop Production certificate is designed to prepare students for employment in crop production situations. These situations include farming, farm management and farm operations. Program contains a minimum of eight weeks of internship at an approved location. 1. Graduates from the Crop Production certificate program will be able to: Acquire an understanding of plant growth. 2. Demonstrate the ability to make good agronomic and economic decisions. 3. Express basic agriculture business competency skills in oral and written form. 4. Acquire a working knowledge of the pesticides used in production agriculture. 5. Students will be asked to apply mathematical skills when making agronomic decisions. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | Per the Ag Business program coordinator a five year average for achieving program objectives is 87%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag topics has been emphasized in all agronomic and software courses within the curriculum. | | |

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| <p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p> | <p>Mark Niemerg Agriculture Instructor and Farm Manager. Mark serves as the Ag Business Program Coordinator. Mark teaches several courses within this degree and serves as the academic adviser to students within the Ag Business degree. Mark collaborates with other instructors within the Ag division (Ryan Wildman Agriculture Instructor, Hayden Wilder Agriculture Instructor and Ryan Orrick Agriculture Division Chair) that teach courses within this program to compile data to report into Weave.</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Assessment Coordinator: Lisa Madlem provides guidance and support for assessment Institutional Research: Lynn Breer provides information and analytics of programs and trends Dean of Guided Pathways: Darci Cather program maps and career pathways.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Yes, no new findings or revisions are noted at this time.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>A reduction of 8.5 credit hours in a good faith effort to align with the 30 hours for a certificate degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 30 hours beginning in FY2021.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The national and state average shows a 3% increase in new openings, and an average median salary of \$43,543 within the state and \$42,403 nationally.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The demand has been steady with an average growth of 3% over the last 5 years, the same is noted for the next 5 years</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>ONET</p> |

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| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>Several venues are explored to educate students on the lucrative career path for Ag Business here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE’s • Facebook Page • Farm Progress Show |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once he need/change is approved, I proceed to the curriculum committee with the needed changes.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time, none have been realized.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |

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| <p>.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 7. Tuition & Fees Plus Reimbursement Minus Instructional Costs was \$131,159.16 for 2019 8. Crop Production is one of the most profitable programs on campus, as it stacks into Ag Production 9. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies |
| <p>2.2 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.</p> | <p>Most of the cost do not come from grant sources.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>All AG programs share equipment and resources to financially benefit Lake Land College.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>There are several variables that go into the cost for the program so it is hard to give an exact one size fits all number. \$5,100.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students.</p> <p>A reduction in 8.5 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>Not at this time</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>The strengths are the following:</p> <ol style="list-style-type: none"> 11. A talented student base 12. A rich agriculture area 13. Supportive industry partners that see and know the value of this program 14. Strong college support 15. A talented and dedicated group of faculty |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>Low enrollment and a shrinking population within our district are concerning.</p> |

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| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams. The course persistence report provides success rates for both online and F2F courses.</p> | | | | | | | | | | | | | | | | |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁴? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>No, Crops is a part of the Ag Production program and needs of Crops are met as a part of Ag Production.</p> | | | | | | | | | | | | | | | | |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes the Crops certificate is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs. As well, the Agriculture Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021</p> | | | | | | | | | | | | | | | | |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Simulation equipment is being secured to offer opportunities in precision farming.</p> | | | | | | | | | | | | | | | | |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <table border="0"> <tr> <td>AGR-083-23682 Small Engines</td> <td>Marshall</td> </tr> <tr> <td>AGR-083-42843 Small Engines</td> <td>Okaw Valley</td> </tr> <tr> <td>AGR-121-46753 Farm Business Records</td> <td>Pana</td> </tr> <tr> <td>AGR-121-46756 Farm Business Records</td> <td>Stewardson</td> </tr> <tr> <td>Strasburg</td> <td></td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Windsor</td> </tr> <tr> <td>AGR-121-8466 Farm Business Records</td> <td>Shelbyville</td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Sullivan</td> </tr> </table> | AGR-083-23682 Small Engines | Marshall | AGR-083-42843 Small Engines | Okaw Valley | AGR-121-46753 Farm Business Records | Pana | AGR-121-46756 Farm Business Records | Stewardson | Strasburg | | AGR-121-8649 Farm Business Records | Windsor | AGR-121-8466 Farm Business Records | Shelbyville | AGR-121-8649 Farm Business Records | Sullivan |
| AGR-083-23682 Small Engines | Marshall | | | | | | | | | | | | | | | | |
| AGR-083-42843 Small Engines | Okaw Valley | | | | | | | | | | | | | | | | |
| AGR-121-46753 Farm Business Records | Pana | | | | | | | | | | | | | | | | |
| AGR-121-46756 Farm Business Records | Stewardson | | | | | | | | | | | | | | | | |
| Strasburg | | | | | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Windsor | | | | | | | | | | | | | | | | |
| AGR-121-8466 Farm Business Records | Shelbyville | | | | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Sullivan | | | | | | | | | | | | | | | | |

⁴ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in the Crops Certificate degree will complete eight weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division .Companies are invited in to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network with Agriculture based companies such as John Deere, Bayer, The Equity, Growmark, CNH, Helena, Crop Production Services and various farming operations. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students</p> |
| <p>3.9 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).</p> | <p>Not applicable</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>Not applicable</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>No articulation agreements exist from certificate programs.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No</p> |

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| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Animal Science, Ag Business and Agronomy have been utilized to increase knowledge in specific areas for instructors.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Simulation equipment, two greenhouses, 25 computer station lab and a mobile tablet lab is utilized for students completing this degree. As well a precision planter, a Puma Case tractor with RTK and a 14foot sprayer is utilized in the agronomy area for precision training</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Each course and program is assessed once a year. Assessment takes place in the spring and fall semester with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. An example would be a lower completion rate in Animal science was noted. This year more opportunities in content is being delivered to help explain topics assessed in the course</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Students noted a high satisfaction in employment preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>A student survey is completed annually about employment readiness.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>All Supervised Occupational Employers fill out a performance review on the students hired.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>Annually a formal meeting is conducted in January to give program updates. As well, a discussion opportunity for employers and partners to voice concern or a new opportunity that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise.</p> |

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| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduating sophomores</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>An annual performance review of sophomore students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>None at this time.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>N/A</p> | |

| Performance and Equity | | | | | |
|--|---|--------|--------|--------|--------|
| 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 | CROP PRODUCTION | | | | |
| CIP Code | 010601 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 1 | 2 | 1 | 0 | 0 |
| Number of Completers | 5 | 5 | 3 | 1 | 1 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | The data shows that the Crops Certificate is a credential path for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or continue on with the AAS Ag Production degree. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | No, if gaps are identified, faculty work collaboratively to identify a strategy to address them. | | | | |
| 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. | Yes, in terms of gender and race in general represented student population as our district population is 96% Caucasian. | | | | |

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| <p>Are the students served in this program representative of the district population? Please explain.</p> | <p style="text-align: center;">Yes</p> |
| <p>Review Results</p> | |
| <p>Action</p> | <p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>The Crops certificate is an important career path for students in our district seeking a 1-year credential.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p style="text-align: center;">Attention to recruitment is being explored.</p> |
| <p>Resources Needed</p> | <p style="text-align: center;"> Budget money to travel and effectively recruit prospective students into the Crops certificate. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives. </p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p style="text-align: center;">Agriculture Division Chair and Agriculture Faculty</p> |

| Career & Technical Education | | | | |
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| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2019 | | |
| 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 |
| HORTICULTURE | CRT.H RT | 39 | 1.0601 | |
| 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. | | | | |
| <p>Program Objectives What are the overarching objectives/goals of the program?</p> | | <p>The Horticulture certificate is designed for students seeking educational training and employment in the industries of landscaping, greenhouse management, plant propagation, nursery management, golf course management and turf grass management. In addition to 33 credit hours of specialized courses in horticulture, business and soil science, students will receive 12 weeks of supervised occupational experience at approved internship locations.</p> <ol style="list-style-type: none"> 1. Graduates from the Horticulture certificate program will be able to: Express basic horticulture competency skills in communication. 2. Apply appropriate mathematic skills required for the horticulture industry. 3. Demonstrate an understanding of agricultural fundamentals in the core horticulture areas. 4. Examine the basics of horticulture and salesmanship. 5. Illustrate a logical approach of a dilemma at an internship site. 6. Demonstrate skill in prioritizing during Supervised Occupational Experience. 7. Differentiate the organizational roles within the workplace including management, supervisory, and other horticultural employees. | | |

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| <p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p> | <p>Per the Horticulture Production & Landscape program coordinator a five year average for achieving program objectives is 87%. An annual assessment is conducted by the program coordinator and reported.</p> |
| <p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p> | <p>The Horticultural Production and Landscape program remains a high potential yet lower enrollment program. The program coordinator has engaged an aggressive recruiting and marketing approach in order to improve enrollment numbers. In addition, the program coordinator has been greatly involved in professional development activities that enhance the educational experience of the students. The program director has also participated in Master Gardener regional television broadcasts, providing expertise to area population.</p> |
| <p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p> | <p>Dyke Barkley is the Horticulture Production & Landscape Program Coordinator. Ryan Orrick Agriculture Division Chair.</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p> | <p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Assessment Coordinator: Lisa Madlem provides guidance and support for assessment Institutional Research: Lynn Breer provides information and analytics of programs and trends Dean of Guided Pathways: Darci Cather program maps and career pathways.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Yes, no new findings or revisions are noted at this time.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>A reduction of 9 credit hours in a good faith effort to align with the 30 hours for a certificate degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 30 hours beginning in FY2021.</p> |

| Indicator 1: Need | Response |
|---|---|
| 1.1 What is the labor market demand for the program? | The national average shows a 1% increase in new openings, while the state average shows a 0% increase in new openings, and an average median salary of \$48,647 within the state and \$49,753 nationally. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | The national average shows a 1% increase in new openings, while the state average shows a 0% increase in new openings. |
| 1.3 What labor market information sources are utilized? | ONET |
| 1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?) | <p>Several venues are explored to educate students on the lucrative career path for Horticulture here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE’s • Facebook Page • Farm Progress Show |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once the need/change is approved, I proceed to the curriculum committee with the needed changes. |

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| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time, none have been realized.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was - \$4,400 for 2019 2. Horticulture is a program with less return than other programs in the Ag Division. An increase in enrollment was noted in 2020 and should favorably affect the cost recovery. 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies |
| <p>2.2 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.</p> | <p>Most of the cost do not come from grant sources.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>All AG programs share equipment and resources to financially benefit Lake Land College.</p> |

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| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>There are several variables that go into the cost for the program so it is hard to give an exact one size fits all number. \$5,100.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students.</p> <p>A reduction in 9 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>Not at this time</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>The strengths are the following:</p> <ul style="list-style-type: none"> 16. A talented student base 17. New opportunities in the Horticulture Industry 18. Supportive industry partners that see and know the value of this program 19. Strong college support 20. A talented and dedicated group of faculty |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>In past years, the enrollment has been low and a shrinking population within our district are concerning.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams. The course persistence report provides success rates for both online and F2F courses.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁵? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p> |

⁵ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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|--|---|-------------------------------------|------|-------------------------------------|------------|-----------|--|------------------------------------|---------|------------------------------------|-------------|------------------------------------|----------|
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes the Horticulture and Landscape degree is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs. As well, the Agriculture Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021</p> | | | | | | | | | | | | |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Equipment is being secured to offer opportunities in greenhouse management and production.</p> | | | | | | | | | | | | |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <table border="0"> <tr> <td>AGR-121-46753 Farm Business Records</td> <td>Pana</td> </tr> <tr> <td>AGR-121-46756 Farm Business Records</td> <td>Stewardson</td> </tr> <tr> <td>Strasburg</td> <td></td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Windsor</td> </tr> <tr> <td>AGR-121-8466 Farm Business Records</td> <td>Shelbyville</td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Sullivan</td> </tr> </table> | AGR-121-46753 Farm Business Records | Pana | AGR-121-46756 Farm Business Records | Stewardson | Strasburg | | AGR-121-8649 Farm Business Records | Windsor | AGR-121-8466 Farm Business Records | Shelbyville | AGR-121-8649 Farm Business Records | Sullivan |
| AGR-121-46753 Farm Business Records | Pana | | | | | | | | | | | | |
| AGR-121-46756 Farm Business Records | Stewardson | | | | | | | | | | | | |
| Strasburg | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Windsor | | | | | | | | | | | | |
| AGR-121-8466 Farm Business Records | Shelbyville | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Sullivan | | | | | | | | | | | | |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in the Horticulture Certificate degree will complete eight weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division. Companies are invited in to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network with Horticulture based companies. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students</p> | | | | | | | | | | | | |
| <p>3.9 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).</p> | <p>Not applicable</p> | | | | | | | | | | | | |

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| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>Not applicable</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>None</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>None</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Horticulture have been utilized to increase knowledge in specific areas for instructors. The program director has also participated in Master Gardener regional television broadcasts, providing expertise to area population.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Simulation equipment, two greenhouses, 25 computer station lab and a mobile tablet lab is utilized for students completing this degree.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Each course and program is assessed once a year. Assessment takes place in the spring and fall semester with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. No improvements to learning outcomes were noted for this cycle.</p> |

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| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Students noted a high satisfaction in employment preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>A student survey is completed annually about employment readiness.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>All Supervised Occupational Employers fill out a performance review on the students hired.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>Annually a formal meeting is conducted in January to give program updates. As well, a discussion opportunity for employers and partners to voice concern or new opportunities that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduating sophomores</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>An annual performance review of students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>None at this time.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>N/A</p> | |

| Performance and Equity | | | | | |
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| 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 | HORTICULTURE | | | | |
| CIP Code | 1.0601 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 2 | 0 | 0 | 0 | 0 |
| Number of Completers | 4 | 4 | 6 | 2 | 3 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | The data shows that the Horticulture Certificate is an important credential path for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or transition to the AAS Horticulture degree. Data that will be reported in the next cycle will show a significant increase in enrollment. This is a result of recruitment efforts and a renewed interest in the industry. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | No, if gaps are identified, faculty work collaboratively to identify a strategy to address them. | | | | |
| What is the college doing to overcome any identifiable gaps? | N/A | | | | |

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| <p>Are the students served in this program representative of the total student population? Please explain.</p> | <p>Yes, in terms of gender and race in general represented student population as our district population is 96% Caucasian.</p> |
| <p>Are the students served in this program representative of the district population? Please explain.</p> | <p>Yes</p> |
| <p>Review Results</p> | |
| <p>Action</p> | <p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>The Horticulture Program is an important career path for students in our district and is currently experiencing significant growth.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>Attention to cost recovery improvement and recruitment will be explored.</p> |
| <p>Resources Needed</p> | <p>Budget money to travel and effectively recruit prospective students into the Horticulture career. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>Agriculture Division Chair and Horticulture Program Coordinator</p> |

| Career & Technical Education | | | | |
|--|----------------|---|------------------|---|
| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2019 | | |
| 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 |
| HORTICULTURE PRODUCTION & LANDSCAPE | AAS.HRT | 68 | 010601 | CRT.HRT |
| 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. | | | | |
| <p>Program Objectives What are the overarching objectives/goals of the program?</p> | | <p>The Horticulture Production & Landscape degree is for students seeking advanced training within the green industry including greenhouse management, golf course management, landscape design, nursery management, and landscape construction. The 20 weeks of internship allow the student to specialize within the production or landscape areas.</p> <ol style="list-style-type: none"> 1. Graduates from the Horticultural Production and Landscape program will be able to: Express basic horticulture competency skills in communication. 2. Apply appropriate mathematic skills required for the horticulture industry. 3. Demonstrate an understanding of horticultural fundamentals in the core horticulture areas. 4. Illustrate a logical approach of a dilemma at an internship site. 5. Demonstrate skill in prioritizing during Supervised Occupational Experience. 6. Differentiate the organizational roles within the workplace including management, supervisory, and other horticultural employees. 7. Examine the basics of horticulture and salesmanship. | | |
| <p>To what extent are these objectives being achieved? Please</p> | | <p>Per the Horticulture Production & Landscape program coordinator a five year average for</p> | | |

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| <p>detail how achievement of program objectives is being measured or assessed?</p> | <p>achieving program objectives is 87%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system</p> |
| <p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p> | <p>The Horticultural Production and Landscape program remains a high potential yet lower enrollment program. The program coordinator has engaged an aggressive recruiting and marketing approach in order to improve enrollment numbers. In addition, the program coordinator has been greatly involved in professional development activities that enhance the educational experience of the students. The program director has also participated in Master Gardener regional television broadcasts, providing expertise to area population. Dyke Barkley, the Horticulture Program Coordinator has done an outstanding job implementing his recruitment plan and bringing awareness to the career opportunities. This year 2020 our numbers doubled in the major.</p> |
| <p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p> | <p>Dyke Barkley is the Horticulture Production & Landscape Program Coordinator. Ryan Orrick Agriculture Division Chair.</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p> | <p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Assessment Coordinator: Lisa Madlem provides guidance and support for assessment Institutional Research: Lynn Breer provides information and analytics of programs and trends Dean of Guided Pathways: Darci Cather program maps and career pathways.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Yes, no new findings or revisions are noted at this time.</p> |

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| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The recommendation from the Ag advisory council is for students to maintain the current program requirement rigor to be competitive in the career. A reduction of 3 credit hours in a good faith effort to align with the 60 hours for a degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 65 hours beginning in FY2021.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The national average shows a 1% increase in new openings, while the state average shows a 0% increase in new openings, and an average median salary of \$48,647 within the state and \$49,753 nationally.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The national average shows a 1% increase in new openings, while the state average shows a 0% increase in new openings.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>ONET</p> |
| <p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>Several venues are explored to educate students on the lucrative career path for Horticulture here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE's • Facebook Page • Farm Progress Show |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once the need/change is approved, I proceed to the curriculum committee with the needed changes.</p> |

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| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time, none have been realized.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was - \$9,762 for 2019 2. Horticulture is a program with less return than other programs in the Ag Division. An increase in enrollment was noted in 2020 and should favorably impact the cost recovery. 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies |
| <p>2.2 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.</p> | <p>Most of the cost do not come from grant sources.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>All AG programs share equipment and resources to financially benefit Lake Land College.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>There are several variables that go into the cost for the program so it is hard to give an exact one size fits all number. \$10,290.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students.</p> <p>A reduction in 3 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>Not at this time</p> |

| Indicator 3: Quality | Response |
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| 3.1 What are the program's strengths? | <p>The strengths are the following:</p> <ol style="list-style-type: none"> 21. A talented student base 22. New opportunities in the Horticulture Industry 23. Supportive industry partners that see and know the value of this program 24. Strong college support 25. A talented and dedicated group of faculty |
| 3.2 What are the identified or potential weaknesses of the program? | <p>In past years, the enrollment has been low and a shrinking population within our district are concerning.</p> |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? | <p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams. The course persistence report provides success rates for both online and F2F courses.</p> |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ⁶ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | <p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p> |
| 3.5 Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements. | <p>Yes the Horticulture and Landscape degree is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs. As well, the Agriculture Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021</p> |

⁶ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Equipment is being secured to offer opportunities in greenhouse management and production.</p> | | | | | | | | | | | | |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <table border="0"> <tr> <td>AGR-121-46753 Farm Business Records</td> <td>Pana</td> </tr> <tr> <td>AGR-121-46756 Farm Business Records</td> <td>Stewardson</td> </tr> <tr> <td>Strasburg</td> <td></td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Windsor</td> </tr> <tr> <td>AGR-121-8466 Farm Business Records</td> <td>Shelbyville</td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Sullivan</td> </tr> </table> | AGR-121-46753 Farm Business Records | Pana | AGR-121-46756 Farm Business Records | Stewardson | Strasburg | | AGR-121-8649 Farm Business Records | Windsor | AGR-121-8466 Farm Business Records | Shelbyville | AGR-121-8649 Farm Business Records | Sullivan |
| AGR-121-46753 Farm Business Records | Pana | | | | | | | | | | | | |
| AGR-121-46756 Farm Business Records | Stewardson | | | | | | | | | | | | |
| Strasburg | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Windsor | | | | | | | | | | | | |
| AGR-121-8466 Farm Business Records | Shelbyville | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Sullivan | | | | | | | | | | | | |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in the Horticulture AAS degree will complete twenty four weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division .Companies are invited in to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network with Horticulture based companies. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students</p> | | | | | | | | | | | | |
| <p>3.9 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).</p> | <p>Not applicable</p> | | | | | | | | | | | | |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>Not applicable</p> | | | | | | | | | | | | |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> | | | | | | | | | | | | |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> | | | | | | | | | | | | |

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| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>Formal and informal articulation agreements are in place with Southern Illinois University Carbondale, Illinois State University, Western Illinois University and Murray State University.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Murray State University</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Horticulture have been utilized to increase knowledge in specific areas for instructors. The program director has also participated in Master Gardener regional television broadcasts, providing expertise to area population.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Simulation equipment, two greenhouses, 25 computer station lab and a mobile tablet lab is utilized for students completing this degree.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Each course and program is assessed once a year. Assessment takes place in the spring and fall semester with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. No improvements to learning outcomes were noted for this cycle.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Students noted a high satisfaction in employment preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>A student survey is completed annually about employment readiness.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>All Supervised Occupational Employers fill out a performance review on the students hired.</p> |

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| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>Annually a formal meeting is conducted in January to give program updates. As well, a discussion opportunity for employers and partners to voice concern or a new opportunity that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduating sophomores</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>An annual performance review of sophomore students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>None at this time.</p> |

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

N/A

Performance and Equity

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.

| | | | | | |
|------------------------------------|--|---------------|---------------|---------------|---------------|
| <p>CTE Program</p> | <p>Horticulture Production & Landscape</p> | | | | |
| <p>CIP Code</p> | <p>010601</p> | | | | |
| | <p>Year 1</p> | <p>Year 2</p> | <p>Year 3</p> | <p>Year 4</p> | <p>Year 5</p> |
| <p>Number of Students Enrolled</p> | <p>24</p> | <p>23</p> | <p>25</p> | <p>20</p> | <p>22</p> |
| <p>Number of Completers</p> | <p>5</p> | <p>6</p> | <p>8</p> | <p>3</p> | <p>5</p> |
| <p>Other (Please identify)</p> | | | | | |

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| <p>How does the data support the program goals? Elaborate.</p> | <p>The data shows that Horticulture is an important field of study for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or transferring to a University to complete a higher degree. Data that will be reported in the next cycle will show a significant increase in enrollment. This is a result of recruitment efforts and a renewed interest in the industry.</p> |
| <p>What disaggregated data was reviewed?</p> | <p>Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division.</p> |
| <p>Were there gaps in the data? Please explain.</p> | <p>No, if gaps are identified, faculty work collaboratively to identify a strategy to address them.</p> |
| <p>What is the college doing to overcome any identifiable gaps?</p> | <p>N/A</p> |
| <p>Are the students served in this program representative of the total student population? Please explain.</p> | <p>The program has close to a 56%-44% male to female ratio and would parallel the demographic of the student population.</p> |
| <p>Are the students served in this program representative of the district population? Please explain.</p> | <p>The program has close to a 56%-44% male to female ratio and would parallel the demographic of the district population.</p> |
| <p>Review Results</p> | |
| <p>Action</p> | <p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p> |

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| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>The Horticulture Program is an important career path for students in our district and is currently experiencing significant growth.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>Attention to cost recovery improvement and recruitment will be explored.</p> |
| <p>Resources Needed</p> | <p>Budget money to travel and effectively recruit prospective students into the Horticulture career. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>Agriculture Division Chair and Horticulture Program Coordinator</p> |

| Career & Technical Education | | | | |
|--|------------------|---|------------------|---|
| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2019 | | |
| 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 |
| LIVESTOCK PRODUCTION | CRT.L VST | 40 | 1.0302 | |
| 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. | | | | |
| <p>Program Objectives What are the overarching objectives/goals of the program?</p> | | <p>The specialized Livestock Production certificate is designed to prepare students for employment positions in a variety of livestock areas. These jobs include herdsman positions, A.I. technicians, livestock managers and home farm operators. The SOE internship provides added experience in livestock management and production.</p> <ol style="list-style-type: none"> 1. Demonstrate an awareness of farm safety and the safe operation of farm implements. 2. Demonstrate an understanding of livestock fundamentals in the core areas of breeds, selection, genetics reproduction, animal products, nutrition, and health. 3. Prepare accurate records for the purpose of accounting and financing. 4. Express basic agriculture competency skills in oral and written communication. 5. Express an understanding of computers and awareness of agriculture software. 6. Demonstrate an understanding of the operation of a livestock enterprise, skills and knowledge application, and use of technologies. 7. Identify risk and conflict in management decisions. 8. Apply appropriate mathematic skills required for livestock production 9. Demonstrate an understanding of livestock commodities and marketing of animal products. | | |
| <p>To what extent are these objectives being achieved? Please detail how achievement of</p> | | <p>Per the Ag Production Management program coordinator a five year average for achieving program objectives is 87%. An annual assessment is conducted</p> | | |

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| <p>program objectives is being measured or assessed?</p> | <p>by the program coordinator and reported into Weave, the Lake Land College assessment management system</p> |
| <p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p> | <p>The Agriculture Advisory Committee provided the recommendation that students work at multiple work locations across their four Supervised Occupational Experiences. The rationale for this recommendation stressed the importance of students gaining experience from different production operations. The accumulation of more diverse work experiences within industry would ultimately enhance their management skills and decision making processes.</p> <p>The Advisory Council further recommended greater integration of Precision Agriculture topics into the curriculum.</p> |
| <p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p> | <p>The Ag division (Mark Niemerg Agriculture Instructor, Ryan Wildman Agriculture Instructor, Hayden Wilder Agriculture Instructor and Ryan Orrick Agriculture Division Chair) that teach courses within this program compile data to report into Weave.</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p> | <p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Assessment Coordinator: Lisa Madlem provides guidance and support for assessment Institutional Research: Lynn Breer provides information and analytics of programs and trends Dean of Guided Pathways: Darci Cather program maps and career pathways.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Yes, no new findings or revisions are noted at this time.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>A reduction of 8.5 credit hours in a good faith effort to align with the 30 hours for a certificate degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 30 hours beginning in FY2021.</p> |

| Indicator 1: Need | Response |
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| 1.1 What is the labor market demand for the program? | The national and state average shows a 3% increase in new openings, and an average median salary of \$43,543 within the state and \$42,403 nationally. |
| 1.2 How has demand changed in the past five years and what is the outlook for the next five years? | The demand has been steady with an average growth of 3% over the last 5 years, the same is noted for the next 5 years |
| 1.3 What labor market information sources are utilized? | ONET |
| 1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?) | <p>Several venues are explored to educate students on the lucrative career path for Ag Business here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE’s • Facebook Page • Farm Progress Show |
| 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership? | As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once he need/change is approved, I proceed to the curriculum committee with the needed changes. |

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| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time, none have been realized.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was \$106,855.89 for 2019 2. Livestock Production is one of the most profitable programs on campus, as it stacks into Ag Production 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies |
| <p>2.2 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.</p> | <p>Most of the cost do not come from grant sources.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>All AG programs share equipment and resources to financially benefit Lake Land College.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Several variables go into the cost for the program so it is hard to give an exact one size fits all number. \$5,100.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students. A reduction in 11.5 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p> |

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| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | Not at this time |
| Indicator 3: Quality | Response |
| 3.1 What are the program's strengths? | <p>The strengths are the following:</p> <ul style="list-style-type: none"> 26. A talented student base 27. A rich agriculture area 28. Supportive industry partners that see and know the value of this program 29. Strong college support 30. A talented and dedicated group of faculty |
| 3.2 What are the identified or potential weaknesses of the program? | Low enrollment and a shrinking population within our district are concerning. |
| 3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system? | <p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams. The course persistence report provides success rates for both online and F2F courses.</p> |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ⁷ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | No, Livestock Production is a part of the Ag Production program and needs of Livestock Production are met as a part of Ag Production. |

⁷ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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|--|--|-----------------------------|----------|-----------------------------|-------------|-------------------------------------|------|-------------------------------------|------------|-----------|--|------------------------------------|---------|------------------------------------|-------------|------------------------------------|----------|
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes the Livestock Production certificate is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs. As well, the Agriculture Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021</p> | | | | | | | | | | | | | | | | |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Simulation equipment is being secured to offer opportunities in precision farming.</p> | | | | | | | | | | | | | | | | |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <table border="0"> <tr> <td>AGR-083-23682 Small Engines</td> <td>Marshall</td> </tr> <tr> <td>AGR-083-42843 Small Engines</td> <td>Okaw Valley</td> </tr> <tr> <td>AGR-121-46753 Farm Business Records</td> <td>Pana</td> </tr> <tr> <td>AGR-121-46756 Farm Business Records</td> <td>Stewardson</td> </tr> <tr> <td>Strasburg</td> <td></td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Windsor</td> </tr> <tr> <td>AGR-121-8466 Farm Business Records</td> <td>Shelbyville</td> </tr> <tr> <td>AGR-121-8649 Farm Business Records</td> <td>Sullivan</td> </tr> </table> | AGR-083-23682 Small Engines | Marshall | AGR-083-42843 Small Engines | Okaw Valley | AGR-121-46753 Farm Business Records | Pana | AGR-121-46756 Farm Business Records | Stewardson | Strasburg | | AGR-121-8649 Farm Business Records | Windsor | AGR-121-8466 Farm Business Records | Shelbyville | AGR-121-8649 Farm Business Records | Sullivan |
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| AGR-083-42843 Small Engines | Okaw Valley | | | | | | | | | | | | | | | | |
| AGR-121-46753 Farm Business Records | Pana | | | | | | | | | | | | | | | | |
| AGR-121-46756 Farm Business Records | Stewardson | | | | | | | | | | | | | | | | |
| Strasburg | | | | | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Windsor | | | | | | | | | | | | | | | | |
| AGR-121-8466 Farm Business Records | Shelbyville | | | | | | | | | | | | | | | | |
| AGR-121-8649 Farm Business Records | Sullivan | | | | | | | | | | | | | | | | |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in a certificate degree will complete eight weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division .Companies are invited in to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network with various livestock operations. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students</p> | | | | | | | | | | | | | | | | |
| <p>3.9 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).</p> | <p>Not applicable</p> | | | | | | | | | | | | | | | | |

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| 3.10 Are there industry-recognized credentials embedded within this program? If so, please list. | Not applicable |
| 3.11 Is this an apprenticeship program? If so, please elaborate. | No |
| 3.12 If applicable, please list the licensure examination pass rate. | N/A |
| 3.13 What current articulation or cooperative agreements/initiatives are in place for this program? | No articulation agreements exist from certificate programs. |
| 3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? | No |
| 3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed? | Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Animal Science, Ag Business and Agronomy have been utilized to increase knowledge in specific areas for instructors. |
| 3.16 What is the status of the current technology and equipment used for this program? | Simulation equipment, two greenhouses, 25 computer station lab and a mobile tablet lab is utilized for students completing this degree. As well a precision planter, a Puma Case tractor with RTK and a 14foot sprayer is utilized in the agronomy area for precision training |
| 3.17 What assessment methods are used to ensure student success? | Each course and program is assessed once a year. Assessment takes place in the spring and fall semester with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports. |
| 3.18 How are these results shared with others at the institution for continuous improvement? | An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings. |
| 3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes? | Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. An example would be a lower completion rate in Animal science was noted. This year more opportunities in content is being delivered to help explain topics assessed in the course |

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| 3.20 How satisfied are students with their preparation for employment? | Students noted a high satisfaction in employment preparation. |
| 3.21 How is student satisfaction information collected? | A student survey is completed annually about employment readiness. |
| 3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities) | All Supervised Occupational Employers fill out a performance review on the students hired. |
| 3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? | Annually a formal meeting is conducted in January to give program updates. As well, a discussion opportunity for employers and partners to voice concern or a new opportunity that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise. |
| 3.24 How satisfied are employers in the preparation of the program's graduates? | Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduates |
| 3.25 How is employer satisfaction information collected? | An annual performance review of students. |
| 3.26 Did the review of program quality result in any actions or modifications? Please explain. | None at this time. |
| <i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i> | |
| N/A | |

| Performance and Equity | | | | | |
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| 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 | LIVESTOCK PRODUCTION | | | | |
| CIP Code | 1.0302 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 2 | 1 | 2 | 1 | 0 |
| Number of Completers | 1 | 0 | 1 | 0 | 0 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | The data shows that the Livestock Production Certificate is a credential path for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or continue on with AAS Ag Production. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | No, if gaps are identified, faculty work collaboratively to identify a strategy to address them. | | | | |
| 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. | Yes, in terms of gender and race in general represented student population as our district population is 96% Caucasian. | | | | |

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| <p>Are the students served in this program representative of the district population? Please explain.</p> | <p style="text-align: center;">Yes</p> |
| <p>Review Results</p> | |
| <p>Action</p> | <p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>The Livestock Production certificate is an important career path for students in our district seeking a 1 year credential.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p style="text-align: center;">Attention to recruitment is being explored.</p> |
| <p>Resources Needed</p> | <p style="text-align: center;">Budget money to travel and effectively recruit prospective students into the Livestock Production certificate. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p style="text-align: center;">Agriculture Division Chair and Agriculture Faculty</p> |

| Career & Technical Education | | | | |
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| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | 2020 | | | |
| 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 |
| Associate Degree Nurse | AAS | 67 | 51.3801 | None |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | <p>Nursing Department Goals</p> <ul style="list-style-type: none"> ❖ To prepare nursing graduates with the knowledge, skills and attitudes needed to pass the NCLEX exam and enter the workforce as a productive member of the multidisciplinary healthcare team. ❖ To provide health care agencies with nurses who are caring independent thinkers, and possess the clinical reasoning skills needed to practice with excellence in the communities in which they serve. | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | <p>These program objectives are achieved thru Associate Degree Nurse (ADN) Student Learning Outcomes (SLOs): The behaviors and characteristics expected of an ADN student upon completion of each course within the curriculum measured or assessed thru passing of exams, quizzes, projects, skills checks, clinical paperwork</p> | | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | <p>There were no action items at the last review.</p> | | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | <p>The review team comprised of: Cheryl Beam, Director of Associate Degree Nursing program Dr. Lynn Breer, Director of Institutional Research and Reporting Lisa Cole, Director of Data Analytics Lisa Madlem, Director of Academic Support & Assessment Karla Hardiek, Division Chair Allied Health</p> | | | |

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| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>Stakeholders of the ADN program include representatives from area long term care facilities, representatives of the 2 local hospitals and physician offices, Perkins specialist at the college, director of grants and academic operations from the college, Vice President of Academics from the college, present and past students and faculty</p> |
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| <p>CTE Program Review Analysis</p> |
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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.

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| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>Pre-requisite courses and placement scores were not analyzed as a part of this review. The ADN program adjusted pre-requisite courses in 2019 after a review of other colleges and programs in the state dropping chemistry as a requirement. The college is currently undergoing pathways mapping. All extra general education classes were reduced in accordance to college, ICCB and ACEN standards.</p> |
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| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The nursing program has a strong pass rates. In order for students to meet objectives of the program an increase in the number of hours is needed for classroom, lab, and clinical instruction. The college also has a pre-req course (BIO 100- 4 credit hours) before students can take A&P I & II</p> |
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| <p>Indicator 1: Need</p> | <p>Response</p> |
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| <p>1.1 What is the labor market demand for the program?</p> | <p>WIA- 23 projects 14% new growth in the next 5 years with an increase of 340+ jobs.</p> |
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| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>ADN sections have remained full for the last 5 years and is projected to stay that way for the next 5 years. The program is highly sought after by students with good employment opportunities within the district.</p> |
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| <p>1.3 What labor market information sources are utilized?</p> | <p>The above information was obtain from IDES employment projections as reported by the institutional research department at the college.</p> |
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| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>Students are recruited from within the district. For the last 5 years, there have been 300+ applicants for the nursing program.</p> |
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| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Any changes to program are communicated with the Vice President for Academic Services, Dean of Guided Pathways, counseling services at the college and then discussed with the curriculum committee and the advisory council. Areas of concern are discussed and suggestions before final approval from the curriculum committee on campus and then ICCB</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>The review did not result in actions or modifications at this time. Program review continues with Guided Pathway initiative</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <ul style="list-style-type: none"> • Cost associated with the ADN program include instructor and management, and support staff salaries and benefits, durable medical equipment, consumable supplies, classroom space, computer equipment/ technology. • Costs for the ADN program are similar to that of Dental Hygiene program. Students in both programs purchase uniforms, shoes, specialized kits • The Perkins grant has been instrumental in purchasing equipment to train students such as medication dispensing machines, durable medical equipment to furnish another lab room, high fidelity mannequins, student supply bags etc. other funding sources include tax payers and student tuition and fees |
| <p>2.2 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.</p> | <p>There is not another funding source in place at this time.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>Faculty are currently reviewing products to decrease the cost for the students and the program. When purchasing supplies, the program cost compares with several vendors to ensure we are getting a good product for a good price. The program ensures the classes are filled to max capacity whenever possible including clinical.</p> |

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| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Total cost of the program including tuition and fees, books, uniforms etc. is \$13,300</p> <p>Perkins is able to assist students with the costs of some materials needed for the program. The foundation has numerous scholarships available specifically for nursing students. The students are also able to apply for work-study programs and financial aid programs.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>This review did not result in any actions or modifications of program costs. The program reviews the cost to students and the program yearly during the budget review process.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>Faculty are dedicated to the success of the program and the students. Faculty work well together and focused on accreditation standards.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>Outdated classrooms and lab areas. Need for dedicated simulation faculty in addition to the simulation lab coordinator Additional support staff to assist in clinical assignments of the programs.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>This program is only offered in a traditional classroom using team teaching. There is not another delivery method with which to compare.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁸? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Yes, the ADN program is a Perkins Program of Study. The ADN program is recognized by the state and is fully accredited by A.C. E. N. The program utilizes classroom and lab activities for needed skills in the workforce along with clinical education. Nurses are not only needed throughout the college's district but state and nationally, too. Students who complete the ADN program at Lake Land College are able to petition the state to take the state credentialing exam to obtain RN license</p> |

⁸ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the ADN program meets the definition of a career pathway program.</p> <p>A) The ADN program meets nursing needs within the college's district as outlined below. An advisory council meets annually to guide the program</p> <p>B) The program has several agreements with 4-year institutions for advanced education. This enable lifelong learning for BSN preparation.</p> <p>C) Academic advising is completed by ADN instructors. The program works closely with EIFFES and area High School Health Occupations programs for career exploration and transition into the nursing programs at the college. The ADN program is a part of the PCCS program. For early acceptance into the program.</p> <p>D) Students are taught skills of the profession in the classroom, lab area then into the clinical setting with local healthcare agencies including hospitals, medical offices, and long-term care facilities.</p> <p>E) ADN classes are held in 2 different locations within the district: main campus in Mattoon and the Kluthe Center in Effingham to reach the northern and southern areas of the college's district. The curriculum is assessed yearly to ensure no duplication of content. Students are able to dual enroll in general education classes at the high school level and with some 4 year institutions while enrolled in the ADN program to facilitate advancement to BSN degree. Do to the nature of the ADN program, there is limited virtual learning in actual AND classes, however, opportunities do exist for general education classes.</p> <p>F) AAS degree is minimum degree needed to test for RN license. Students are able to transfer to 4 year institutions with AAS degree to obtain BSN if desired. WIOA utilizes the ADN program.</p> <p>The ADN program partners with local hospitals clinicals and long-term care facilities for clinical training.</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>In sp2017, the college started a PN to ADN cohort. This cohort allows LPNs to complete RN education in a group of like individuals who are working as PN's. This group brings unique knowledge base of work experience and a foundation of medical and nursing knowledge.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>There are no dual credit opportunities for the specific ADN courses. Opportunities for general education courses work as identified for AAS degree are available through dual credit</p> |

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| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Every semester students attend clinical in facilities outside of the college. Students are given the opportunity to see a variety of work styles and departments along with observational opportunities in outpatient clinics. This improves the quality of education by cementing content learned in the classroom and fortifying it with real life work experiences. The college has a great working relationship with the employers in the district. The ADN program is working with the employers to ensure the students are able to participate and complete skills ordered for patients</p> |
| <p>3.9 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).</p> | <p>The ADN program is accredited with A.C.E.N. since 2013 and NLNAC prior to the splitting of the two entities.</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No, there are no industry-recognized credentials embedded within this program.</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>According to the state report received in Feb. the ADN program is at 88%</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>The ADN program has several dual enrollment agreements in place with SIU-E, ISU for students to progress onto BSN quickly and seamlessly. The program also has 2+2 agreements with other institutions such as EIU and Lakeview College of nursing.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>The ADN program continues its partnership with EIU. Over the past 5 years, the nursing program has also developed agreements with Illinois State University, Southern Illinois University, Chamberlain University, and MacMurray.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Instructors are encouraged to seek Perkins funding for continued education opportunities related to their content areas. The college also assists with funding for conferences.</p> <p>Other areas of professional development include resources and educational opportunities for the vast changes to the NCLEX testing in 2023.</p> |

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| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>New technology was implemented by the college for all computers in the classroom and upgrade in windows, and telephone system.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The college uses WEAVE assessment for course assessment. The ADN program tracks student success in meeting program outcomes and NCLEX pass rates.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>Student graduation rates are disseminated from the Dean of Admissions. NCLEX pass rates are discussed with the VPAS and President of the college as well as Board of Trustees, faculty and posted on the college's website</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>The ADN has a curriculum committee that meets at least once a semester if not twice. This is also monitored as a part of accreditation reports Standard 6</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>The ADN program has established the following end-of-program student learning outcome (EPSLO)s:</p> <p>EPSLO #1 Communicate effectively with the interprofessional healthcare team, patients, and family members of diverse populations. EPSLO #2 Practice as an ethical, professional Registered Nurse while integrating organizational, professional, and national protocols and standards. EPSLO #3 Integrate technology and informatics into safe patient-centered care. EPSLO #4 Utilize cumulative nursing knowledge and clinical judgment to develop a plan of care using the nursing process. EPSLO #5 Prioritize skills consistent with evidence based practice and an understanding of patient risks.</p> <p>Students are asked upon completion of the program, to rate their attainment of these outcomes on a 0-5 scale, 5 being positive. The students rated:</p> <p>EPSLO #1 4.5 EPSLO #2 4.6 EPSLO #3 4.5 EPSLO #4 4.6 EPSLO #5 4.5</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Student information is collected after every semester. Students are asked to give feedback thru survey monkey regarding clinical classroom and lab instruction, facilities and faculty.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>Area employers are invited to advisory council meetings conducted once a year. Employers are encouraged to provide feedback on current trends in the industry and their place of employment. Employers are also updated on curriculum and any changes in the program.</p> |

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| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory committee is utilized to guide curriculum and changes to the program. Suggestions from the advisory committee meetings are then discussed in faculty meetings to see how the suggestions can be brought forth to the classroom and improve knowledge base of the graduates.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Overall, employers are very satisfied with the graduates from our ADN program compared to other programs in the area per informal survey of advisory committee attendees</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Satisfaction information is collected during advisory committee meetings and also face to face meetings with employers</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>The review of the program quality did not result in any actions or modifications.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>This program is well established with more applicants than seats available. Retention and persistence is steady, no major changes have been noted. Our students have are able to find a job after graduation. Advisory council did not have any suggestions or changes to the program at the last 2 meetings.</p> | |

| Performance and Equity | | | | | |
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| 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 | Associate Degree Nurse | | | | |
| CIP Code | 51.3801 | | | | |
| | Year1/ 2015 | Year 2/ 2016 | Year 3/ 2017 | Year 4/ 2018 | Year 5/ 2019 |
| Number of Students Enrolled | 69 | 81 | 104 | 102 | 101 |
| Number of Completers | 58 | 71 | 87 | 88 | 73 |
| Other (Please identify) | | | | | 8 students returned and are still enrolled-- will graduate May 2020. If all 8 pass in May, # of completers will be 81. |
| How does the data support the program goals? Elaborate. | <ul style="list-style-type: none"> ❖ To prepare nursing graduates with the knowledge, skills and attitudes needed to pass the NCLEX exam and enter the workforce as a productive member of the multidisciplinary healthcare team.- ADN program has a 88% NCLEX first time testing pass rate which is above the state and national average ❖ To provide health care agencies with nurses who are caring independent thinkers, and possess the clinical reasoning skills needed to practice with excellence in the communities in which they serve. Advisory council members are complimentary of the care, skill and knowledge level of the graduates from Lake Land College. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | N/A. See above | | | | |

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| What is the college doing to overcome any identifiable gaps? | N/A. See above |
| Are the students served in this program representative of the total student population? Please explain. | The students in the program are predominately female with 6 males completing the program in 2017 for 6% and in 2018 11 males or 11%; Currently the college is 47% male. The ratio of females to males in the ADN program differs from the college ratio. Nursing is seen as a predominately-female career. The college promotes "Men in Nursing" as a way to decrease this gender gap. |
| Are the students served in this program representative of the district population? Please explain. | The district population is 96% Caucasian. This is represented in the program population as well. |
| Review Results | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | ADN program is going well. Need to relook at breakeven numbers for cost recovery due to high number of clinicals |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | Hiring of adjuncts dependent on hours of full time faculty per semester. This will be done by midterm of the semester prior |
| Resources Needed | Hiring of adjuncts |
| Responsibility Who is responsible for completing or implementing the modifications? | Director of Nursing programs and Division chair. |

| Career & Technical Education | | | | |
|--|--|--------------------|------------------|---|
| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | 2020 | | | |
| 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 Nurse Assistant | CRT | 16 | 51.3902 | None |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | Basic Nurse Assistant program goal is to provide career education including occupational, vocational, technical training for employment, advancement or career change. This career education will satisfy individual, local and state human resource needs. | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | The program is a one-semester program. Students who Successfully complete the program and state certification are able to find employment with in the district thus meeting the needs of business. | | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | There were no action items at the last review. | | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | The review team comprised of: Laura Deters, Director of Nurse Assistant program Dr. Lynn Breer, Director of Institutional Research and Reporting Lisa Cole, Director of Data Analytics Lisa Madlem, Director of Academic Support & Assessment Karla Hardiek, Division Chair Allied Health | | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) | Stakeholders of the program include representatives from area long term care facilities, representatives of the 2 local hospitals and physician offices, Perkins specialist at the college, director of grants and academic operations, Dean of Guided Pathways at the college, Vice President of Academics from the college, present and past students and faculty. | | | |

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| <p>Also describe their role or engagement in this process.</p> | |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>NDP.BNA program does not have pre-requisite course for admission into the program.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The NDP.BNA program is below the 30 hours for a certificate with only 16 hours needed to complete the certificate.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>According to ONET Illinois will see an increase of 15% in jobs for Basic Nurse Assistant including nursing assistants, personal care aides, Home Health Aides, and Psychiatric Aides from 2016-2026 and an increase of 25% across the U.S.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>As older Nursing Assistants retire and leave the workforce, more nursing assistants are needed to fill the gap and offer various services in an economical manner</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>ONET was utilized for the data</p> |
| <p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>Students are recruited from within the district. For the last 5 years, as the economy has been good, the number of students entering nurse assistant has decreased. The program continues to reach out to high school students and workers in area long term care facilities to become certified</p> |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Any changes to program are communicated with the Vice President for Academic Services, Dean of Guided Pathways, counseling services at the college and then discussed with the curriculum committee and the advisory council. Areas of concern are discussed and suggestions before final approval from the curriculum committee on campus and then ICCB</p> |

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| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>The review did not result in actions or modifications at this time. Program review continues with Guided Pathway initiative</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <ul style="list-style-type: none"> • The college uses data analytics team for Program Improvement and Enhancement reports for college programs. At this time the reporting is just starting. • Cost associated with the program include instructor and management, and support staff salaries and benefits, durable medical equipment, consumable supplies, classroom space, computer equipment/ technology. • Costs for the NDP.BNA program are similar to that of the medical assistant program • The college is paying for the program with tuition and fees with additional course fees. |
| <p>2.2 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.</p> | <p>There is not another funding source in place at this time. The BNA program works closely with the foundation to assist students in financial needs. The certificate programs allow students to qualify for financial aid.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>Faculty are currently reviewing products to decrease the cost for the students and the program. When purchasing supplies, the program cost compares with several vendors to ensure we are getting a good product for a good price. The program ensures the classes are filled to max capacity whenever possible including clinical. Reducing class offerings when needed and utilizing the faculty for other nursing classes and clinical needs.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Total cost of the program including tuition and fees, books, uniforms etc. approximately \$1200. The foundation has numerous scholarships available specifically for nursing students. The students are also able to apply for work-study programs and financial aid programs.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>This review did not result in any actions or modifications of program costs. The program reviews the cost to students and the program yearly during the budget review process.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |

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| <p>3.1 What are the program's strengths?</p> | <p>Faculty are dedicated to the success of the program and the students. The program is offered across the district including on campus and 3 other remote offerings. Faculty work well together to implement the standards set forth by Illinois Department of Public Health. The program is well known throughout the district.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>Identified weaknesses include number of students seeking the program. Additional support staff to assist in clinical assignments of the programs.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>This program is only offered in a traditional classroom. There is not another delivery method with which to compare.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>The BNA is not a Program of study as defined by Perkins V. The Allied Health Division is undergoing Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 20</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>This program does not meet all areas of a career pathway program. The program is highly recommended for students seeking an allied health profession. A DACUM process is planned for the fall2020 to plan for opportunities and industry needs. 21</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>The program has incorporated more lab time for simulation activities based on cluster scores from our state certification exam</p> |

⁹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>Dual credit opportunities exist for this program at the high school level. Students are able to take Health Occupations course in the local high schools and finish the certification through the college. Local high schools offer Nurse Assisting AHE 040 and some schools offer medical terminology AHE 041. The High Schools include: Effingham, Teutopolis, St. Anthony, Dieterich, Stewardson-strasburg, Windsor, Shelbyville, Mattoon, Charleston, Beecher City, Bethany, Pana, Casey, Marshall,</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>All students attend clinical in facilities outside of the college. Students are given the opportunity to see collaboration between nurses and certified nurse assistants. This improves the quality of education by cementing content learned in the classroom and fortifying it with real life work experiences. The college has a great working relationship with the employers in the district. The students are able to utilize skills learned in the classroom in the clinical setting. Students are able to utilize information gained in the professionalism course of this program in the clinical setting also.</p> |
| <p>3.9 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).</p> | <p>The program is approved by the Illinois Department of Public Health as a teaching facility for the Nurse assistant program. At the successful conclusion of the program, students are able to test for the certification examination to work as a Certified Nursing Assistant. There is not an industry accreditation for this program.</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No, there are no industry-recognized credentials embedded within this program.</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>There is not a formal apprenticeship associated with the program. The students are required to attend at least 40 hours of clinical in a long term care facility to advance their 21 skills.</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>State Certification exam pass rates are as follows: FY2016 133/145 = 91.7% FY2017 135/138= 97.8% FY2018 120/124= 96.7%</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>This program does not have articulation or cooperative agreements or initiatives.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No new partnerships have been formed since the last review.</p> |

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| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Instructors are encouraged to seek Perkins funding for continued education opportunities related to their content areas. The college also assists with funding for conferences.</p> <p>Instructors are encouraged to attend the educators conference held every year. Adjunct instructors are able to participate in staff development provided by the college. The college also offers classes for the online management system- Canvas to integrate into the traditional face to face class setting.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>BNA programs share classroom and lab space and some equipment with the nursing programs. New technology was implemented by the college for all computers in the classroom and upgrade in windows, and telephone system.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The college uses WEAVE assessment for course assessment. The ADN program tracks student success in meeting program outcomes and NCLEX pass rates.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>Annual assessment results are shared with department director and faculty</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Revisions to content delivery have been made based on program assessment/WEAVE. Some examples include: additional class activities such as role play to increase the level of students communication in the healthcare setting, increase the time spent in the lab setting to allow for increased proficiency in these basic skills. This will also increase the students comfort levels prior to entering the clinical setting.</p> <p>Actual curriculum content for the program is mandated by Illinois Department of Public Health</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>At the end of every semester, students complete a BNA exit survey. All students,(100% response) would recommend the BNA course and feel prepared to enter the workforce.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Student information is collected at the end of the course through student surveys that can be completed on line or paper in the classroom</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>Area employers are invited to advisory council meetings conducted once a year. Employers are encouraged to provide feedback on current trends in the industry and their place of employment. Employers are also updated on curriculum and any changes in the program.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory committee is utilized to guide curriculum and changes to the program. Suggestions from the advisory committee meetings are then discussed in faculty meetings to see how the suggestions can be brought forth to the classroom and improve knowledge base of the graduates as long as the standards set by Illinois Department of Public Health are met</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Overall, employers are very satisfied with the graduates from our program per informal survey of advisory committee attendees</p> |

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| 3.25 How is employer satisfaction information collected? | Satisfaction information is collected during advisory committee meetings and also face to face meetings with employers |
| 3.26 Did the review of program quality result in any actions or modifications? Please explain. | The review of the program quality did not result in any actions or modifications at this time |
| <i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i> | |
| Retention in some courses is an issue. Students start the classes but then loose interest and quit submitting materials especially in non-BNA courses and online courses. Instructors monitor student progress and contact students who miss assignments in an attempt to keep them focused. | |

| Performance and Equity | | | | | |
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| 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 Nurse Assistant | | | | |
| CIP Code | 51.3902 | | | | |
| | FY15 | FY16 | FY17 | FY18 | FY19 |
| Number of Students Enrolled | 107 | 146 | 151 | 169 | 124 |
| Number of Completers | 58 | 145 | 138 | 124 | 83 |
| Other (Please identify) Number of students that Passed state certification exam | Un availabl e at this time | 133 | 135 | 120 | Un available at this time |
| How does the data support the program goals? Elaborate. | The program has an excellent pass rate over the last 5 years on the IDPH state certification examination. Employers are happy with the skill level of the students from the program from advisory council meeting. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | There is a gap in the number of male students in this program. For FY 19 there were 110 female students and 14 male students. | | | | |
| What is the college doing to overcome any identifiable gaps? | The college has used marketing towards males in nursing to help with this gap | | | | |
| Are the students served in this program representative of the total student population? Please explain. | Yes, the college has more female students than Male. For FY19 at the college, there were 1508 female students and 948 male students. Nurse Assistant is primarily a female dominated role. | | | | |
| Are the students served in this program representative of the district population? Please explain. | The district population is 96% Caucasian. This is represented in the program population as well. | | | | |

| Review Results | |
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| Action | <input type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input checked="" type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | NDP.BNA will continue with minor improvements. Will discuss with the courses with guided pathways Dean for continuity with other AHD programs. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | 1. Discuss finding with Dean of Guided Pathways (May- June) 2. Make necessary revisions to program (June-July) 3. Revisions to go to curriculum committee (Aug and Sept) 4. Implement changes for FA2021 |
| Resources Needed | N/A |
| Responsibility Who is responsible for completing or implementing the modifications? | DC of Allied Health |

| Career & Technical Education | | | | |
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| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2020 | | |
| 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 |
| Practical Nursing | CRT | 41 | 51.3901 | None |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | Nursing Department Goals <ul style="list-style-type: none"> ❖ To prepare nursing graduates with the knowledge, skills and attitudes needed to pass the NCLEX exam and enter the workforce as a productive member of the multidisciplinary healthcare team. ❖ To provide health care agencies with nurses who are caring independent thinkers, and possess the clinical reasoning skills needed to practice with excellence in the communities in which they serve. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | These program objectives are achieved thru Practical Nurse (PN) Student Learning Outcomes (SLOs): The behaviors and characteristics expected of a PN student upon completion of each course within the curriculum measured or assessed thru passing of exams, quizzes, projects, skills checks, clinical paperwork | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | There were no action items at the last review. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | The review team comprised of: Cheryl Beam, Director of Associate Practical Nursing program Dr. Lynn Breer, Director of Institutional Research and Reporting Lisa Cole, Director of Data Analytics Lisa Madlem, Director of Academic Support & Assessment Karla Hardiek, Division Chair Allied Health | | |

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| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>Stakeholders of the PN program include representatives from area long term care facilities, representatives of the 2 local hospitals and physician offices, Perkins specialist at the college, director of grants and academic operations, Dean of Guided Pathways at the college, Vice President of Academics from the college, present and past students and faculty.</p> |
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| <p>CTE Program Review Analysis</p> <p>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.</p> |
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| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>PN program does not have pre-requisite course for admission into the program.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The PN program has a strong pass rates. In order for students to meet objectives of the program an increase in the number of hours is needed for classroom, lab, and clinical instruction.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>ONET shows a steady job market with a 2% increase in new jobs by 2026 with 1640 predicted new jobs in Illinois. In the US, the percentage change is higher at 11% by 2026 with 66,300 new jobs</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>PN sections have remained full for the last 5 years and is projected to stay that way for the next 5 years. The program is highly sought after by students with good employment opportunities within the district.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>The above information was obtain from IDES employment projections as reported by the institutional research department at the college.</p> |
| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>Students are recruited from within the district. For the last 5 years, there have been 200+ applicants for the Practical Nursing program.</p> |

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| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Any changes to program are communicated with the Vice President for Academic Services, Dean of Guided Pathways, counseling services at the college and then discussed with the curriculum committee and the advisory council. Areas of concern are discussed and suggestions before final approval from the curriculum committee on campus and then ICCB</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>The review did not result in actions or modifications at this time. Program review continues with Guided Pathway initiative</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <ul style="list-style-type: none"> • Cost associated with the PN program include instructor and management, and support staff salaries and benefits, durable medical equipment, consumable supplies, classroom space, computer equipment/ technology. • Costs for the PN program are similar to that of Dental Hygiene program, Associate degree nursing program, and Medical Assistant programs at the college. Students in these programs purchase uniforms, shoes, specialized kits • The Perkins grant has been instrumental in purchasing equipment to train students such as medication dispensing machines, durable medical equipment to furnish another lab room, high fidelity mannequins, student supply bags etc. other funding sources include tax payers and student tuition and fees |
| <p>2.2 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.</p> | <p>There is not another funding source in place at this time. The PN program works closely with the foundation to assist students in financial needs.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>Faculty are currently reviewing products to decrease the cost for the students and the program. When purchasing supplies, the program cost compares with several vendors to ensure we are getting a good product for a good price. The program ensures the classes are filled to max capacity whenever possible including clinical.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Total cost of the program including tuition and fees, books, uniforms etc. approximately \$8,000. Perkins is able to assist students with the costs of some materials needed for the program. The foundation has numerous scholarships available specifically for nursing students. The students are also able to apply for work-study programs and financial aid programs.</p> |

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| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>This review did not result in any actions or modifications of program costs. The program reviews the cost to students and the program yearly during the budget review process.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program’s strengths?</p> | <p>Faculty are dedicated to the success of the program and the students. Faculty work well together and focused on accreditation standards. The program is well known throughout the district with its 50 year history of the PN program</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>Outdated classrooms and lab areas have been identified by faculty Need for dedicated simulation faculty in addition to the simulation lab coordinator Additional support staff to assist in clinical assignments of the programs.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>This program is only offered in a traditional classroom using team teaching. There is not another delivery method with which to compare. The colleges learning management system, CANVAS, is utilized by students and faculty alongside of the classroom instruction.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁰? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Yes, the PN program is a Perkins Program of Study The program utilizes classroom and lab activities for needed skills in the workforce along with clinical education. Nurses are not only needed throughout the college’s district but state and nationally, too. Students who complete the PN program at Lake Land College are able to petition the state to take the state credentialing exam to obtain LPN license. . The PN program is recognized by the state and is fully accredited by A.C. E. N.</p> |

¹⁰ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the PN program meets the definition of a career pathway program.</p> <p>A) The PN program meets nursing needs within the college's district as outlined below. An advisory council meets annually to guide the program</p> <p>B) Upon success completion of the PN program, students are able to join into the second year of the AND program to obtain RN license.</p> <p>C) Academic advising is completed by nursing instructors. The program works closely with EIFFES and area High School Health Occupations programs for career exploration and transition into the nursing programs at the college. The PN program is a part of the PCCS program. For early acceptance into the program.</p> <p>D) Students are taught skills of the profession in the classroom, lab area then into the clinical setting with local healthcare agencies including hospitals, medical offices, and long-term care facilities.</p> <p>E) PN classes are held in 2 different locations within the district: main campus in Mattoon and the Kluthe Center in Effingham to reach the northern and southern areas of the college's district. The curriculum is assessed yearly to ensure no duplication of content. Due to the nature of the PN program, there is limited virtual learning in actual PN classes.</p> <p>F) Students are able to test for LPN license with the state upon successful completion of the Certificate program. WIOA utilizes the PN program.</p> <p>The PN program partners with local hospitals clinicals and long-term care facilities for clinical training.</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>In sp2017, the college started a PN to ADN cohort. This cohort allows LPNs to complete RN education in a group of like individuals who are working as PN's. This group brings unique knowledge base of work experience and a foundation of medical and nursing knowledge. Over the last 3 years, this program has gained in popularity and increase in number of applicants for PN program.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>There are no dual credit opportunities for the specific PN courses.</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Every semester students attend clinical in facilities outside of the college. Students are given the opportunity to see a variety of work styles and departments along with observational opportunities in outpatient clinics pertinent to LPN's This improves the quality of education by cementing content learned in the classroom and fortifying it with real life work experiences. The college has a great working relationship with the employers in the district. The PN program is working with the employers to ensure the students are able to participate and complete skills ordered for patients</p> |

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| <p>3.9 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).</p> | <p>The PN program is accredited with A.C.E.N. since 2013 and NLNAC prior to the splitting of the two entities.</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No, there are no industry-recognized credentials embedded within this program.</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No, PN students complete weekly clinical assignments during each semester.</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>2015-90% or 36/40 2016 97% 67/37 2017 91% 40/44 2018 100% 36/36 2019 95% 42/45</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>Successful graduates of the PN program are able to transition into the second year of the ADN program at the college to obtain RN Associate's degree. There are limited number of seats in the traditional ADN program with a fall start. Students also have the opportunity of joining the PN to ADN cohort with spring start.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No new partnerships have been formed since the last review.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Instructors are encouraged to seek Perkins funding for continued education opportunities related to their content areas. The college also assists with funding for conferences.</p> <p>Other areas of professional development include resources and educational opportunities for the vast changes to the NCLEX testing in 2023.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>PN and ADN programs share classroom and lab space and equipment. New technology was implemented by the college for all computers in the classroom and upgrade in windows, and telephone system.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The college uses WEAVE assessment for course assessment. The ADN program tracks student success in meeting program outcomes and NCLEX pass rates.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>Student graduation rates are disseminated from the Dean of Admissions. NCLEX pass rates are discussed with the VPAS and President of the college as well as Board of Trustees, faculty and posted on the college's website</p> |

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| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>The PN program has a curriculum committee that meets at least once a semester. This is also monitored as a part of accreditation reports Standard 6</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>The PN program has established the following end-of-program student learning outcome (EPSLO)s:</p> <p>EPSLO #1 Demonstrate effective communication with patients, family members, and the interprofessional team. EPSLO #2 Apply the nursing process in the prioritization of problems and anticipation of risk for patients with a variety of health care situations. EPSLO #3 Maintain ethical and professional comportment expected of a professional Licensed Practical Nurse. EPSLO #4 Utilize cumulative nursing knowledge in making clinical judgments to plan and deliver appropriate evidence-based nursing interventions for diverse patient populations. EPSLO #5 Demonstrate accurate performance of nursing skills within the legal scope of practice for the Licensed Practical Nurse. EPSLO #6 integrate technology and informatics into nursing care delivery.</p> <p>Students are asked upon completion of the program, to rate their attainment of these outcomes on a 0-5 scale, 5 being positive. The students rated:</p> <p>EPSLO #1 4.6 EPSLO #2 4.6 EPSLO #3 4.7 EPSLO #4 4.6 EPSLO #5 4.6 EPSLO #6 4.6</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Student information is collected after every semester. Students are asked to give feedback thru survey monkey regarding clinical classroom and lab instruction, facilities and faculty.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>Area employers are invited to advisory council meetings conducted once a year. Employers are encouraged to provide feedback on current trends in the industry and their place of employment. Employers are also updated on curriculum and any changes in the program.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory committee is utilized to guide curriculum and changes to the program. Suggestions from the advisory committee meetings are then discussed in faculty meetings to see how the suggestions can be brought forth to the classroom and improve knowledge base of the graduates.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Overall, employers are very satisfied with the graduates from our PN program per informal survey of advisory committee attendees</p> |

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| <p>3.25 How is employer satisfaction information collected?</p> | <p>Satisfaction information is collected during advisory committee meetings and also face to face meetings with employers</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>The review of the program quality did not result in any actions or modifications.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>This program is well established. Students are able to transition into ADN program 3rd semester without issues. Students are able to find jobs easily after graduation. Advisory council did not have any major suggestions at the last meeting to further improve the program.</p> | |

| Performance and Equity | | | | | |
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| 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 | Practical Nurse | | | | |
| CIP Code | 51.3901 | | | | |
| | FY15 | FY16 | FY17 | FY18 | FY19 |
| Number of Students Enrolled | 47 | 50 | 51 | 47 | 52 |
| Number of Completers | 37 | 35 | 46 | 36 | 43 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | <ul style="list-style-type: none"> ❖ To prepare nursing graduates with the knowledge, skills and attitudes needed to pass the NCLEX exam and enter the workforce as a productive member of the multidisciplinary healthcare team. - PN program has a 95% NCLEX first time testing pass rate which is above the state and national average ❖ To provide health care agencies with nurses who are caring independent thinkers, and possess the clinical reasoning skills needed to practice with excellence in the communities in which they serve. Advisory council members are complimentary of the care, skill and knowledge level of the graduates from Lake Land College. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| Were there gaps in the data? Please explain. | N/A. See above | | | | |
| What is the college doing to overcome any identifiable gaps? | N/A. See above | | | | |
| Are the students served in this program representative of the total student population? Please explain. | The students in the program are predominately female with 7 males completing the program in 2017, in 2018 -10 males and in 2019 there are 12 males. So there is a steady increase. Currently the college is 47% male. The ratio of females to males in the ADN program differs from the college ratio. Nursing is seen as a predominately-female career. The college promotes "Men in Nursing" as a way to decrease this gender gap. | | | | |

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| <p>Are the students served in this program representative of the district population? Please explain.</p> | <p>The district population is 96% Caucasian. This is represented in the program population as well.</p> |
| <p>Review Results</p> | |
| <p>Action</p> | <p> <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>This program is right on track according to the review. Will continue to monitor for issues and student success</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p style="text-align: center;">Will continue to monitor for issues and student success</p> |
| <p>Resources Needed</p> | <p style="text-align: center;">None</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p style="text-align: center;">Director of nursing programs and Division Chair</p> |

| Career & Technical Education | | | | |
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| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | AY 2020 | | |
| 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 |
| Entrepreneurship | Cert | 18 | 52.0701 | N/A |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The Entrepreneurship certificate program prepares students for ownership of their own business. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | 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 through the program assessment process. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | 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. Program changes were initiated whenever the assessment results did not meet their targets. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | John Carpenter – Business Instructor and Coordinator of Management and Marketing Programs Kathy Black – Business Division Chairperson Lisa Madlem – Director of Academic Support and Assessment Dr. Lynn Breer – Director of Institutional Research | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) | | Management and Marketing Advisory Board – The Advisory board meets each year and is updated regarding assessment results. They are asked to identify any areas of concern and recommend changes to the program. | | |

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| <p>Also describe their role or engagement in this process.</p> | <p>Academic Counseling Department – Advises the program coordinator regarding scheduling problems, prerequisite issues, and course articulation.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>No – None of the required courses in this program require prerequisites.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>N/A</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The occupational outlook for new business ownership is favorable, indicating there will be growth and a need for small business ownership/self-employment in the coming years. Local governments in the Lake Land College district have sponsored several initiatives to boost small business ownership. The local demand for business management is expected to increase by 4.99 percent within the region (Source: IDES – WIA 23 2016-2026)</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Demand for business management occupations has increased over the past five years and is expected to increase in the future. Demand is expected to increase by 7.9 percent nationally. (Source: Bureau of Labor Statistics)</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>The program coordinator utilized data from the Illinois Department of Employment Services (Workforce Investment Area 23), the Occupational Information Network (O*NET), the Bureau of Labor Statistics, and the Lake Land College Office of Institutional Research.</p> |

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| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <ul style="list-style-type: none"> • The business division hosts a contest each spring to bring high school students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high schools and service organizations to promote the program • The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program. • The college sponsors Laker Visit Days throughout the year, as well as 8th grade and high school career day, and the department actively recruits for this program at these events. |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>The program coordinator submits any needed changes to the campus Curriculum committee. The Curriculum committee evaluates the coordinator’s recommendations and either approves, disapproves, or requests further information regarding the proposed changes.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>Class content is adjusted each semester based on industry needs, technology changes, and feedback from our advisory council members and local employers. The review of the program results in similar, minor adjustments.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |

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| <p>.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <ul style="list-style-type: none"> • 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 \$3,757.07, 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, as well as, purchases for occasional equipment needs and software. • This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus. • 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. |
| <p>2.2 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.</p> | <p>N/A</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>The college is exploring the use of open educational resources (OER) as a way of providing relevant pedagogical materials for our students at a lower cost than traditional textbooks. The program coordinator plans to utilize OER materials in two courses during the 2021 academic year.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Students pay standard tuition and fees for the courses in this program. One course, Practical Software Applications, requires additional fees for software and textbook access codes. 62 percent of Lake Land College students qualify for financial aid. Students can also apply for other government assistance through the Perkins program. In addition, the college's Foundation office provides a number of scholarship opportunities, including one funded by business division faculty members for students in need.</p> |

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| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>After review, no actions were taken.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>Students take a broad range of courses that strengthen not only their knowledge of small business management, but also their marketing and communication skills. This exposure prepares our graduates for a wide range of business ownership opportunities.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>Declining state and district population has led to lower enrollment. We are regularly contacted by local employers looking for employees and interns. We have a high demand but low supply of students to recommend.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>The courses associated with this program are offered in both traditional and online classes. Students can choose to complete the entire program online, or opt for a combination of online and traditional face-to-face offerings. Each semester, the program coordinator compares the average GPA of online vs traditional classes to assess the consistence of each offering. If any significant differences are discovered, changes to each course offering will be considered.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>No, the certificate in Entrepreneurship is a part of the AAS in Management program. The needs of the Entrepreneurship certificate are met as part of the AAS in Management degree.</p> |

¹¹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the Entrepreneurship certificate is a career pathway program. Annually, the Management/Marketing advisory council meets with the program coordinator to ensure course selections and content are being delivered in ways that meet industry needs. In addition, the Business division has completed the Guided Pathways initiative for fall programs, which establishes meta-majors and will be implemented in the fall of 2021</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>This program collaborates with the Classe and CEO programs offered at several district high schools. The dual credit hours students earned in these programs apply to the Entrepreneurship program at Lake Land College and serve as an excellent recruiting source for LLC.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>Yes, this program has dual credit opportunities in general education classes. This year the following schools are offering dual credit classes: BUS 089 – Effingham, Charleston, Dieterich, and Mattoon BUS 142 – Effingham, Charleston, Pana, and Mattoon CIS 160 - Shelbyville</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Students have the option of completing a Management Internship as a substitute for one of the required courses in the program (i.e., with prior approval from the program coordinator). During their Internship, students submit weekly reports indicating how they are using the skills they have learned in the program on the job. This feedback allows the program coordinator to determine if there are any gaps in the training we are providing to our students. The greatest challenge with Internship opportunities involves timing (i.e., matching when an employer wants an Intern to begin employment vs. the beginning of the academic semester – sometimes an employer wants an Internship to begin in March, after the semester began January). If we can work on a more flexible admission program for our Internships, it may open up additional opportunities that more effectively meet the needs of the students and the employers.</p> |

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| <p>3.9 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).</p> | <p>N/A</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>N/A</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>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.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Existing partnerships have been strengthened but no new significant partnerships have been made that impact the program.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>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. In the future, additional training will be needed in the area of digital media marketing to ensure students are kept current regarding this growing field.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The college uses a campus-wide assessment program and the program coordinator participates in this initiative to evaluate each class each semester and the program as a whole each year.</p> |

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| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>The college employs a director of Academic Support and Assessment. This position provides support to college personnel that need assistance with assessment requirements. The director also ensures that deadlines are met and proper reporting measures are utilized. Periodically, the director holds training seminars and distributes “best practice” examples as a way of improving the effectiveness of these efforts.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Program assessment results indicated that quantitative analysis skills among Management/Entrepreneurship majors fell below the target for this area. To remedy this situation, the program coordinator has implemented additional spreadsheet assignments into the BUS-089 course to provide supplementary training in this area. This area will be reassessed in the 2021 academic year to determine if these efforts were successful.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment and business ownership.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> • CCSSE surveys; • Noel-Levitz surveys; • Program assessment questions—many of which are gleaned from capstone courses; <p>Informal assessment derived from communicating with students during mandatory advisement periods.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.</p> |

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| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory council meets annually on the first Wednesday in October. During these meetings, the coordinator discusses ideas for improving the program and any additions to the curriculum that may be needed. The best way to improve this engagement is to ensure that the committee has a diverse membership (i.e., small business vs. larger business, service-based vs. manufacturing, retail, etc.) of professionals. The current advisory committee membership is periodically evaluated to optimize this mix.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>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.</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Employer satisfaction surveys are distributed to all organizations that are part of the Management Internship program. The program coordinator recently updated this form and it will be utilized for the first time during the fall 2020 semester.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>After fully reviewing the program, it was determined that level of quality is sufficient and the program should be continued as implemented.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>College-wide enrollment issues continue to limit the number and type of sections of each course we offer. One of the program's required courses, Principles of Retailing (BUS-090), is only offered once per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student's preferred format. In addition, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered.</p> | |

| Performance and Equity | | | | | |
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| 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 | Entrepreneurship – NDP.ENTRE | | | | |
| CIP Code | 52.0701 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 6 | 8 | 4 | 10 | 16 |
| Number of Completers | 6 | 4 | 8 | 7 | 8 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | The general program goal is to provide specific training, which leads toward successful business ownership. Course assessment and advisory council feedback has helped to identify the program’s strengths and weaknesses and promote a correlation between course curriculum and successful business ownership efforts. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year’s ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| 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. | <i>THE STUDENTS WHO ATTEND THE COLLEGE ARE 53.9% MALE, 46.1% FEMALE, AND 79.9% WHITE. THE DEMOGRAPHICS OF THE STUDENTS ENROLLED IN THE AAS.MKTG PROGRAM ARE CONSISTENT WITH THE POPULATION OF THE COLLEGE.</i> | | | | |
| Are the students served in this program representative of the | Yes. Our student population is reflective of our district population. | | | | |

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| <p>district population? Please explain.</p> | |
| <p>Review Results</p> | |
| <p>Action</p> | <p><input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)</p> |
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>Overall, the program has proven to be successful in preparing graduates to successfully open their own businesses. Room for improvement always exists. We will continue to consult with our advisory council members.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <ul style="list-style-type: none"> • <i>CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY.</i> • <i>EVALUATE ASSESSMENT DATA EACH SEMESTER TO INCORPORATE CURRICULUM CHANGES ANNUALLY.</i> • <i>INTERVIEW STUDENTS AND RECENT GRADUATES EACH SEMESTER TO ASSESS THEIR FEEDBACK REGARDING THE EFFECTIVENESS OF THE PROGRAM.</i> |
| <p>Resources Needed</p> | <ul style="list-style-type: none"> • Developing new promotional brochures to better market the program and expand enrollment • Continued funding support through the college's budgetary process as well as Perkins funding for any special program needs. • Support personnel who can assist with the incorporation of OER into our courses. OER offers a way to providing relevant information to our students at an affordable cost. |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>The program coordinator for Management and Marketing programs is responsible for implementing any modifications.</p> |

| Career & Technical Education | | | | |
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| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | AY 2020 | | |
| 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 |
| Marketing | Cert | 24 | 52.1804 | 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 Marketing certificate program prepares students for employment positions in sales, retailing, marketing, and other related business areas. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | 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 through the program assessment process. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | 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. Program changes were initiated whenever the assessment results did not meet their targets. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | John Carpenter – Business Instructor and Coordinator of Management and Marketing Programs Kathy Black – Business Division Chairperson Lisa Madlem – Director of Academic Support and Assessment Dr. Lynn Breer – Director of Institutional Research | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) | | Management and Marketing Advisory Board – The Advisory board meets each year and is updated regarding assessment results. They are asked to identify any areas of concern and recommend changes to the program. | | |

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| <p>Also describe their role or engagement in this process.</p> | <p>Academic Counseling Department – Advises the program coordinator regarding scheduling problems, prerequisite issues, and course articulation.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>No – None of the required courses in this program require prerequisites.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>N/A</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The occupational outlook is favorable, indicating there will be rapid growth and a need for marketing personnel in the next few years. The local demand for the marketing field is expected to increase by 8 percent within the region. (Source: IDES – WIA 23 2016-2026)</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Demand has increased over the past five years and is expected to increase in the future. Demand is expected to increase by 7 to 10 percent nationally, which is a faster rate than the average for all professions (Source: O-net)</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>The program coordinator utilized data from the Illinois Department of Employment Services (Workforce Investment Area 23), the Occupational Information Network (O*NET), and the Lake Land College Office of Institutional Research.</p> |

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| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <ul style="list-style-type: none"> • The business division hosts a contest each spring to bring high school students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high schools and service organizations to promote the program • The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program. • The college sponsors Laker Visit Days throughout the year, as well as 8th grade and high school career day, and the department actively recruits for this program at these events. |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>The program coordinator submits any needed changes to the campus Curriculum committee. The Curriculum committee evaluates the coordinator’s recommendations and either approves, disapproves, or requests further information regarding the proposed changes.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>Class content is adjusted each semester based on industry needs, technology changes, and feedback from our advisory council members and local employers. The review of the program results in similar, minor adjustments.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |

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| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <ul style="list-style-type: none"> • 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 \$3,757.07, 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, as well as, purchases for occasional equipment needs and software. • This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus. • 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. |
| <p>2.2 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.</p> | <p>N/A</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>The college is exploring the use of open educational resources (OER) as a way of providing relevant pedagogical materials for our students at a lower cost than traditional textbooks. The program coordinator plans to utilize OER materials in two courses during the 2021 academic year.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Students pay standard tuition and fees for the courses in this program. One course, Practical Software Applications, requires additional fees for software and textbook access codes. 62 percent of Lake Land College students qualify for financial aid. Students can also apply for other government assistance through the Perkins program. In addition, the college's Foundation office provides a number of scholarship opportunities, including one funded by business division faculty members for students in need.</p> |

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| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | After review, 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 management 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.)? How does the program compare success rates of each delivery system? | The courses associated with this program are offered in both traditional and online classes. Students can choose to complete the entire program online, or opt for a combination of online and traditional face-to-face offerings. Each semester, the program coordinator compares the average GPA of online vs traditional classes to assess the consistence of each offering. If any significant differences are discovered, changes to each course offering will be considered. |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹² ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | No, the certificate in Marketing is a part of the AAS in Marketing program. The needs of the Marketing certificate are met as part of the AAS in Marketing degree. |

¹² Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the Marketing certificate is a career pathway program. Annually, the Management/Marketing advisory council meets with the program coordinator to ensure course selections and content are being delivered in ways that meet industry needs. In addition, the Business division has completed the Guided Pathways initiative for fall programs, which establishes meta-majors and will be implemented in the fall of 2021</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Students choose among several marketing electives to tailor the program to an area they want to specialize, including electronic marketing and professional sales.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>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</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Students have the option of completing a Marketing Internship in order to satisfy the Career Elective portion of the program. During their Internship, students submit weekly reports indicating how they are using the skills they have learned in the program on the job. This feedback allows the program coordinator to determine if there are any gaps in the training we are providing to our students. The greatest challenge with Internship opportunities involves timing (i.e., matching when an employer wants an Intern to begin employment vs. the beginning of the academic semester – sometimes an employer wants an Internship to begin in March, after the semester began January). If we can work on a more flexible admission program for our Internships, it may open up additional opportunities that more effectively meet the needs of the students and the employers.</p> |

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| <p>3.9 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).</p> | <p>N/A</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>N/A</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>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.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Existing partnerships have been strengthened but no new significant partnerships have been made that impact the program.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>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. In the future, additional training will be needed in the area of digital media marketing to ensure students are kept current regarding this growing field.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The college uses a campus-wide assessment program and the program coordinator participates in this initiative to evaluate each class each semester and the program as a whole each year.</p> |

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| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>The college employs a director of Academic Support and Assessment. This position provides support to college personnel that need assistance with assessment requirements. The director also ensures that deadlines are met and proper reporting measures are utilized. Periodically, the director holds training seminars and distributes “best practice” examples as a way of improving the effectiveness of these efforts.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Program assessment results indicated that quantitative analysis skills among Marketing majors fell below the target for this area. To remedy this situation, the program coordinator has implemented additional spreadsheet assignments into the BUS-090 and BUS-092 courses to provide supplementary training in this area. This area will be reassessed in the 2021 academic year to determine if these efforts were successful.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> • CCSSE surveys; • Noel-Levitz surveys; • Program assessment questions—many of which are gleaned from capstone courses; <p>Informal assessment derived from communicating with students during mandatory advisement periods.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.</p> |

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| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory council meets annually on the first Wednesday in October. During these meetings, the coordinator discusses ideas for improving the program and any additions to the curriculum that may be needed. The best way to improve this engagement is to ensure that the committee has a diverse membership (i.e., small business vs. larger business, service-based vs. manufacturing, retail, etc.) of professionals. The current advisory committee membership is periodically evaluated to optimize this mix.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>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.</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Employer satisfaction surveys are distributed to all organizations that are part of the Marketing Internship program. The program coordinator recently updated this form and it will be utilized for the first time during the fall 2020 semester.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>After fully reviewing the program it was determined that level of quality is sufficient and the program should be continued as implemented.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>College-wide enrollment issues continue to limit the number and type of sections of each course we offer. For two of the program's required courses, Lake Land College is limited to offering only one section per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student's preferred format. In addition, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered.</p> | |

| Performance and Equity | | | | | |
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| 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 | MARKETING – CRT.MKTG | | | | |
| CIP Code | 52.1804 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 1 | 1 | 5 | 1 | 8 |
| Number of Completers | 14 | 16 | 15 | 11 | 15 |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | The general program goal is to provide specific training, which leads toward employment. Course assessment and advisory council feedback has helped to identify and promote collaboration between course curriculum and employer needs. | | | | |
| What disaggregated data was reviewed? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| 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. | <i>THE STUDENTS WHO ATTEND THE COLLEGE ARE 53.9% MALE, 46.1% FEMALE, AND 79.9% WHITE. THE DEMOGRAPHICS OF THE STUDENTS ENROLLED IN THE AAS.MKTG PROGRAM ARE CONSISTENT WITH THE POPULATION OF THE COLLEGE.</i> | | | | |
| Are the students served in this program representative of the district population? Please explain. | Yes. Our student population is reflective of our district population. | | | | |

| Review Results | |
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| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| 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. | <ul style="list-style-type: none"> • <i>CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY.</i> • <i>EVALUATE ASSESSMENT DATA EACH SEMESTER TO INCORPORATE CURRICULUM CHANGES ANNUALLY.</i> • <i>INTERVIEW STUDENTS AND RECENT GRADUATES EACH SEMESTER TO ASSESS THEIR FEEDBACK REGARDING THE EFFECTIVENESS OF THE PROGRAM.</i> |
| Resources Needed | <ul style="list-style-type: none"> • Developing new promotional brochures to better market the program and expand enrollment • Continued funding support through the college's budgetary process as well as Perkins funding for any special program needs. • Support personnel who can assist with the incorporation of OER into our courses. OER offers a way to providing relevant information to our students at an affordable cost. |
| Responsibility Who is responsible for completing or implementing the modifications? | The program coordinator for Management and Marketing programs is responsible for implementing any modifications. |

| Career & Technical Education | | | | |
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| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | AY 2020 | | | |
| 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 |
| Marketing | Degree | 64 | 52.1804 | Marketing, Professional Sales, Electronic Marketing, Business Development |
| 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 Marketing degree program prepares students for employment positions in sales, retailing, marketing, and other related business areas. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | This degree has been successful in training students for employment in their target field. All of the established goals are reviewed on an annual basis through the program assessment process. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | 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. Program changes were initiated whenever the assessment results did not meet their targets. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | John Carpenter – Business Instructor and Coordinator of Management and Marketing Programs Kathy Black – Business Division Chairperson Lisa Madlem – Director of Academic Support and Assessment Dr. Lynn Breer – Director of Institutional Research | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support | | Management and Marketing Advisory Board – The Advisory board meets each year and is updated regarding assessment results. They are asked to | | |

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| <p>Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>identify any areas of concern and recommend changes to the program.</p> <p>Academic Counseling Department – Advises the program coordinator regarding scheduling problems, prerequisite issues, and course articulation.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>No - The only prerequisites for the program are those required by general educational classes.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>This degree program consists of general education courses, core business/IT courses, and specific program courses. All of these are necessary for adequate training for employment in this area.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The occupational outlook is favorable, indicating there will be rapid growth and a need for marketing personnel in the next few years. The local demand for the marketing field is expected to increase by 8 percent within the region. (Source: IDES – WIA 23 2016-2026)</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Demand has increased over the past five years and is expected to increase in the future. Demand is expected to increase by 7 to 10 percent nationally, which is a faster rate than the average for all professions (Source: O-net)</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>The program coordinator utilized data from the Illinois Department of Employment Services (Workforce Investment Area 23), the Occupational Information Network (O*NET), and the Lake Land College Office of Institutional Research.</p> |

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| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <ul style="list-style-type: none"> • The business division hosts a contest each spring to bring high school students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high schools and service organizations to promote the program • The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program. • The college sponsors Laker Visit Days throughout the year, as well as 8th grade and high school career day, and the department actively recruits for this program at these events. |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>The program coordinator submits any needed changes to the campus Curriculum committee. The Curriculum committee evaluates the coordinator’s recommendations and either approves, disapproves, or requests further information regarding the proposed changes.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>Class content is adjusted each semester based on industry needs, technology changes, and feedback from our advisory council members and local employers. The review of the program results in similar, minor adjustments.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |

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| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <ul style="list-style-type: none"> • 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 \$3,757.07, 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, as well as, purchases for occasional equipment needs and software. • This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus. • 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. |
| <p>2.2 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.</p> | <p>N/A</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>The college is exploring the use of open educational resources (OER) as a way of providing relevant pedagogical materials for our students at a lower cost than traditional textbooks. The program coordinator plans to utilize OER materials in two courses during the 2021 academic year.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Students pay standard tuition and fees for the courses in this program. Some courses, Accounting and Practical Software Applications, require additional fees for software and textbook access codes. 62 percent of Lake Land College students qualify for financial aid. Students can also apply for other government assistance through the Perkins program. In addition, the college's Foundation office provides a number of scholarship opportunities, including one funded by business division faculty members for students in need.</p> |

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| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | After review, 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 accounting, management, 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.)? How does the program compare success rates of each delivery system? | The courses associated with this program are offered in both traditional and online classes. Students can choose to complete the entire program online, or opt for a combination of online and traditional face-to-face offerings. Each semester, the program coordinator compares the average GPA of online vs traditional classes to assess the consistence of each offering. If any significant differences are discovered, changes to each course offering will be considered. |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹³ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | Currently, the AAS in Marketing degree is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate the completion of this process during the 2021 academic year. |

¹³ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>The AAS in Marketing degree is a career pathway program. Annually, the Management/Marketing advisory council meets with the program coordinator to ensure course selections and content are being delivered in ways that meet industry needs. In addition, the Business division has completed the Guided Pathways initiative for fall programs, which establishes meta-majors and will be implemented in the fall of 2021</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Students choose among several marketing electives to tailor the degree to an area they want to specialize, including electronic marketing, professional sales, and business development.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>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</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Students have the option of completing a Marketing Internship in order to satisfy the Career Elective portion of the program. During their Internship, students submit weekly reports indicating how they are using the skills they have learned in the program on the job. This feedback allows the program coordinator to determine if there are any gaps in the training we are providing to our students. The greatest challenge with Internship opportunities involves timing (i.e., matching when an employer wants an Intern to begin employment vs. the beginning of the academic semester – sometimes an employer wants an Internship to begin in March, after the semester began January). If we can work on a more flexible admission program for our Internships, it may open up additional opportunities that more effectively meet the needs of the students and the employers.</p> |

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| <p>3.9 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).</p> | <p>N/A</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>N/A</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>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.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Existing partnerships have been strengthened but no new significant partnerships have been made that impact the program.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>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. In the future, additional training will be needed in the area of digital media marketing to ensure students are kept current regarding this growing field.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The college uses a campus-wide assessment program and the program coordinator participates in this initiative to evaluate each class each semester and the program as a whole each year.</p> |

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| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>The college employs a director of Academic Support and Assessment. This position provides support to college personnel that need assistance with assessment requirements. The director also ensures that deadlines are met and proper reporting measures are utilized. Periodically, the director holds training seminars and distributes “best practice” examples as a way of improving the effectiveness of these efforts.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Program assessment results indicated that quantitative analysis skills among Marketing majors fell below the target for this area. To remedy this situation, the program coordinator has implemented additional spreadsheet assignments into the BUS-090 and BUS-092 courses to provide supplementary training in this area. This area will be reassessed in the 2021 academic year to determine if these efforts were successful.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> • CCSSE surveys; • Noel-Levitz surveys; • Program assessment questions—many of which are gleaned from capstone courses; <p>Informal assessment derived from communicating with students during mandatory advisement periods.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.</p> |

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| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory council meets annually on the first Wednesday in October. During these meetings, the coordinator discusses ideas for improving the program and any additions to the curriculum that may be needed. The best way to improve this engagement is to ensure that the committee has a diverse membership (i.e., small business vs. larger business, service-based vs. manufacturing, retail, etc.) of professionals. The current advisory committee membership is periodically evaluated to optimize this mix.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>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.</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Employer satisfaction surveys are distributed to all organizations that are part of the Marketing Internship program. The program coordinator recently updated this form and it will be utilized for the first time during the fall 2020 semester.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>After fully reviewing the program it was determined that level of quality is sufficient and the program should be continued as implemented.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>College-wide enrollment issues continue to limit the number and type of sections of each course we offer. For five of the program's required courses, Lake Land College is limited to offering only one section per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student's preferred format. In addition, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered.</p> | |

| Performance and Equity | | | | | |
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| 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 | MARKETING – AAS.MKTG | | | | |
| CIP Code | 52.1804 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 7 | 21 | 21 | 19 | 18 |
| Number of Completers | 1 | 6 | 5 | 3 | 4 |
| 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? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year’s ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| 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. | <i>THE STUDENTS WHO ATTEND THE COLLEGE ARE 53.9% MALE, 46.1% FEMALE, AND 79.9% WHITE. THE DEMOGRAPHICS OF THE STUDENTS ENROLLED IN THE AAS.MKTG PROGRAM ARE CONSISTENT WITH THE POPULATION OF THE COLLEGE.</i> | | | | |
| Are the students served in this program representative of the district population? Please explain. | Yes. Our student population is reflective of our district population. | | | | |

| Review Results | |
|--|--|
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| 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. | <ul style="list-style-type: none"> • <i>CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY.</i> • <i>EVALUATE ASSESSMENT DATA EACH SEMESTER TO INCORPORATE CURRICULUM CHANGES ANNUALLY.</i> • <i>INTERVIEW STUDENTS AND RECENT GRADUATES EACH SEMESTER TO ASSESS THEIR FEEDBACK REGARDING THE EFFECTIVENESS OF THE PROGRAM.</i> |
| Resources Needed | <ul style="list-style-type: none"> • Developing new promotional brochures to better market the program and expand enrollment • Continued funding support through the college's budgetary process as well as Perkins funding for any special program needs. • Support personnel who can assist with the incorporation of OER into our courses. OER offers a way to providing relevant information to our students at an affordable cost. |
| Responsibility Who is responsible for completing or implementing the modifications? | The program coordinator for Management and Marketing programs is responsible for implementing any modifications. |

| Career & Technical Education | | | | |
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| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | AY 2020 | | | |
| 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 |
| Professional Sales | Cert | 24 | 52.1804 | 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 Professional Sales certificate program prepares students for employment positions in sales, salesforce management, and other related business areas. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | 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 through the program assessment process. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | 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. Program changes were initiated whenever the assessment results did not meet their targets. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | John Carpenter – Business Instructor and Coordinator of Management and Marketing Programs Kathy Black – Business Division Chairperson Lisa Madlem – Director of Academic Support and Assessment Dr. Lynn Breer – Director of Institutional Research | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) | | Management and Marketing Advisory Board – The Advisory board meets each year and is updated regarding assessment results. They are asked to identify any areas of concern and recommend changes to the program. | | |

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| <p>Also describe their role or engagement in this process.</p> | <p>Academic Counseling Department – Advises the program coordinator regarding scheduling problems, prerequisite issues, and course articulation.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>No – None of the required courses in this program require prerequisites.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>N/A</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The occupational outlook is favorable, indicating there will be rapid growth and a need for sales personnel in the next few years. The local demand for the sales field is expected to increase by 3.41 percent within the region. (Source: IDES – WIA 23 2016-2026)</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Demand has increased over the past five years and is expected to increase in the future. Demand is expected to increase by 2 to 3 percent nationally. (Source: O-net)</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>The program coordinator utilized data from the Illinois Department of Employment Services (Workforce Investment Area 23), the Occupational Information Network (O*NET), and the Lake Land College Office of Institutional Research.</p> |

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| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <ul style="list-style-type: none"> • The business division hosts a contest each spring to bring high school students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high schools and service organizations to promote the program • The program coordinator utilizes local media outlets and the Lake Land public relations department to advertise and promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program. • The college sponsors Laker Visit Days throughout the year, as well as 8th grade and high school career day, and the department actively recruits for this program at these events. |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>The program coordinator submits any needed changes to the campus Curriculum committee. The Curriculum committee evaluates the coordinator’s recommendations and either approves, disapproves, or requests further information regarding the proposed changes.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>Class content is adjusted each semester based on industry needs, technology changes, and feedback from our advisory council members and local employers. The review of the program results in similar, minor adjustments.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |

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| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <ul style="list-style-type: none"> • 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 \$3,757.07, 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, as well as, purchases for occasional equipment needs and software. • This program does not contain highly consumable costs, and is comparable in cost to other such CTE programs on campus. • 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. |
| <p>2.2 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.</p> | <p>N/A</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>The college is exploring the use of open educational resources (OER) as a way of providing relevant pedagogical materials for our students at a lower cost than traditional textbooks. The program coordinator plans to utilize OER materials in two courses during the 2021 academic year.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Students pay standard tuition and fees for the courses in this program. One course, Practical Software Applications, requires additional fees for software and textbook access codes. 62 percent of Lake Land College students qualify for financial aid. Students can also apply for other government assistance through the Perkins program. In addition, the college's Foundation office provides a number of scholarship opportunities, including one funded by business division faculty members for students in need.</p> |

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| 2.5 Did the review of program cost result in any actions or modifications? Please explain. | After review, 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 management 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.)? How does the program compare success rates of each delivery system? | The courses associated with this program are offered in both traditional and online classes. Students can choose to complete the entire program online, or opt for a combination of online and traditional face-to-face offerings. Each semester, the program coordinator compares the average GPA of online vs traditional classes to assess the consistence of each offering. If any significant differences are discovered, changes to each course offering will be considered. |
| 3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹⁴ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element. | No, the certificate in Professional Sales is a part of the AAS in Marketing program. The needs of the Professional Sales certificate are met as part of the AAS in Marketing degree. |

¹⁴ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the Professional Sales certificate is a career pathway program. Annually, the Management/Marketing advisory council meets with the program coordinator to ensure course selections and content are being delivered in ways that meet industry needs. In addition, the Business division has completed the Guided Pathways initiative for fall programs, which establishes meta-majors and will be implemented in the fall of 2021</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>Students choose among several marketing electives to tailor the program to an area they want to specialize, including salesforce management and digital media.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>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</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Students have the option of completing a Marketing Internship in order to satisfy the Career Elective portion of the program. During their Internship, students submit weekly reports indicating how they are using the skills they have learned in the program on the job. This feedback allows the program coordinator to determine if there are any gaps in the training we are providing to our students. The greatest challenge with Internship opportunities involves timing (i.e., matching when an employer wants an Intern to begin employment vs. the beginning of the academic semester – sometimes an employer wants an Internship to begin in March, after the semester began January). If we can work on a more flexible admission program for our Internships, it may open up additional opportunities that more effectively meet the needs of the students and the employers.</p> |

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| <p>3.9 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).</p> | <p>N/A</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>N/A</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>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.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Existing partnerships have been strengthened but no new significant partnerships have been made that impact the program.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>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. In the future, additional training will be needed in the area of digital media marketing to ensure students are kept current regarding this growing field.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>The program primarily uses campus computer equipment, which is regularly renewed on a 3 to 5 year cycle. Other equipment is purchased and replaced based on amount of use and technical obsolescence.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The college uses a campus-wide assessment program and the program coordinator participates in this initiative to evaluate each class each semester and the program as a whole each year.</p> |

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| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>The college employs a director of Academic Support and Assessment. This position provides support to college personnel that need assistance with assessment requirements. The director also ensures that deadlines are met and proper reporting measures are utilized. Periodically, the director holds training seminars and distributes “best practice” examples as a way of improving the effectiveness of these efforts.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Program assessment results indicated that quantitative analysis skills among Marketing/Professional Selling majors fell below the target for this area. To remedy this situation, the program coordinator has implemented additional spreadsheet assignments into the BUS-092 course to provide supplementary training in this area. This area will be reassessed in the 2021 academic year to determine if these efforts were successful.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Feedback from graduates is overwhelmingly positive. Students regularly report that their career preparation put them in an advantageous situation for gainful employment.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Student satisfaction information is collected from these sources:</p> <ul style="list-style-type: none"> • CCSSE surveys; • Noel-Levitz surveys; • Program assessment questions—many of which are gleaned from capstone courses; <p>Informal assessment derived from communicating with students during mandatory advisement periods.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.</p> |

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| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory council meets annually on the first Wednesday in October. During these meetings, the coordinator discusses ideas for improving the program and any additions to the curriculum that may be needed. The best way to improve this engagement is to ensure that the committee has a diverse membership (i.e., small business vs. larger business, service-based vs. manufacturing, retail, etc.) of professionals. The current advisory committee membership is periodically evaluated to optimize this mix.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>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.</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Employer satisfaction surveys are distributed to all organizations that are part of the Marketing Internship program. The program coordinator recently updated this form and it will be utilized for the first time during the fall 2020 semester.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>After fully reviewing the program, it was determined that level of quality is sufficient and the program should be continued as implemented.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |
| <p>College-wide enrollment issues continue to limit the number and type of sections of each course we offer. For two of the program's listed courses, Lake Land College is limited to offering only one section per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student's preferred format. In addition, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered.</p> | |

| Performance and Equity | | | | | |
|--|---|--------|--------|--------|--------|
| 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 | Professional Sales – CRT.SALES | | | | |
| CIP Code | 52.1804 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 5 | 1 | 1 | 1 | 0 |
| Number of Completers | 16 | 10 | 17 | 17 | 12 |
| 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? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year’s ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| 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. | <i>THE STUDENTS WHO ATTEND THE COLLEGE ARE 53.9% MALE, 46.1% FEMALE, AND 79.9% WHITE. THE DEMOGRAPHICS OF THE STUDENTS ENROLLED IN THE AAS.MKTG PROGRAM ARE CONSISTENT WITH THE POPULATION OF THE COLLEGE.</i> | | | | |
| Are the students served in this program representative of the district population? Please explain. | Yes. Our student population is reflective of our district population. | | | | |

| Review Results | |
|--|--|
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| 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 professional selling 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. | <ul style="list-style-type: none"> • <i>CONTINUE TO EXPAND MARKETING AND RECRUITING EFFORTS TO ATTRACT STUDENTS ANNUALLY.</i> • <i>EVALUATE ASSESSMENT DATA EACH SEMESTER TO INCORPORATE CURRICULUM CHANGES ANNUALLY.</i> • <i>INTERVIEW STUDENTS AND RECENT GRADUATES EACH SEMESTER TO ASSESS THEIR FEEDBACK REGARDING THE EFFECTIVENESS OF THE PROGRAM.</i> |
| Resources Needed | <ul style="list-style-type: none"> • Developing new promotional brochures to better market the program and expand enrollment • Continued funding support through the college's budgetary process as well as Perkins funding for any special program needs. • Support personnel who can assist with the incorporation of OER into our courses. OER offers a way to providing relevant information to our students at an affordable cost. |
| Responsibility Who is responsible for completing or implementing the modifications? | The program coordinator for Management and Marketing programs is responsible for implementing any modifications. |

| Career & Technical Education | | | | |
|--|----------------|---|------------------|---|
| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2020 | | |
| 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 |
| Renewable Energy | Degree | 60 | 15.0503 | CRT.RENEW, NDP.SNRG |
| 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 training of students for entry level careers in the renewable energy fields with emphasis placed on careers in the wind and solar fields. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | Improvements in training and job placement have been seen over the past five years. Greater percentages of graduates are finding employment as wind turbine technicians. Academic assessment occurs at the end of the Fall and Spring semesters. These assessments are based upon academic and practical skills such as wind and solar siting and successful tower climbs. Students are encouraged to stay in contact with instructors via Linked-in. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | Greater practical experience and gaining enrollment were two reported actions. The greater practical experience has been increased with better career results. Enrollment has slowly increased. Overall, the quality of the current AAS.RENEW students is better than seen in the past 5 years. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | Darci Cather: Dean of Guided Pathways Michael Beavers: Division Chair – Technology Lisa Madlem: Director of Academic Support and Assessment Lynn Breer: Director of Institutional Research and Reporting | | |

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| | <p>Emily Ramage: Director of Grants and Academic Operations</p> <p>Joseph Tillman: Renewable Energy Instructor and Program Coordinator</p> <p>Gary Lindley: Electronics Engineering Technology Instructor and Program Coordinator</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>Craig Pals: VP of Tick Tock Energy</p> <p>Michelle Morely: Owner/CEO of Wind/Solar USA</p> <p>Benjamin Brazzell: Former student and Wind Tech Level III</p> <p>These are members of the program’s advisory board.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>College policy has English and math placement tests. Approximately 25% of all students in the AAS.RNRG program need a remedial class. The college is moving away from remedial classes to the co-requisite model.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The AAS.RNRG has been reconfigured and will be a 60 hour program starting in the Fall 2021.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The US Department of Labor anticipates a 10% growth in jobs through 2025. Illinois anticipates a growth of 2,055 new jobs through 2025.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Job growth has increased. Another 50,825 jobs nationwide are anticipated between now and 2025. In Illinois, 2,055 new jobs are anticipated in the renewable energy sector over the same time frame.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>US Department of Labor and Illinois Department of Labor.</p> |

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| <p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>The college hosts several college visit days each year for high school seniors. Lake Land also holds Career Days for high school students to expose students to various technical careers.</p> |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Course curriculum changes are brought before a monthly curriculum committee consisting of faculty, academic consolors, and Administration. Any significant changes require two months or readings and review before being sent to ICCB.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>Feedback from the program’s advisory committee composed of members from local renewable energy companies has resulted in changes to curriculum. More applied computer skills, electronics, and basic mechanical skills have been emphasized. Less general education hours and more career technical hours compose the new 60-hour program.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>The costs associated with the program are salaries and benefits for faculty and lab equipment including tower climbing gear. There are also costs associated with marketing the program.</p> <p>Costs are actually lower than several comparable programs on campus due to the lower salaries of less senior and adjunct faculty. Lab equipment usually lasts at least 5 years and there isn’t proprietary computer software used in the classes which helps to moderate expenses.</p> <p>The college pays for the program primarily through student tuition. Some money is recovered through reimbursement by the state.</p> <p>Lab equipment is mostly purchased through Perkins funding.</p> |

| <p>2.2 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.</p> | <p>Most of the program's costs are covered via student tuition and state reimbursement. The program does have a modest annual budget of around \$3,000 which can and does cover lab equipment as needed.</p> |
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| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>Using lower paid faculty and adding a marketing component to the program as a way to increase enrollment keeps the program solvent.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Student costs include book rental, lab fees, and course fees. Since Lake Land College is a junior college, most students commute between home and school.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>The program costs resulted in a marketing budget.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>Lake Land College has the only Renewable Energy AAS and related certificates in the state that allows students to climb actual wind towers and do maintenance work on campus and as part of the curriculum. The program sees improving student job placement. The solar portion of the program offers some hands-on training and the college has staff approved to give NABCEP testing to those students desiring it.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>Historically, the greatest weakness of the program was that most students wanted to stay in district for work while most of the renewable energy jobs are out of district. This has been changing as the last two graduating classes have been willing to relocate outside of the district for work.</p> <p>The college's overall declining enrollment is a challenge.</p> <p>Certificate alignment with the parent program has also been a minor challenge.</p> |

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| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional, hybrid, team-teaching, and on-line have all been used in the program and its related certificates. The tower climb and solar panel installation works best with the traditional and team-teaching format. Hybrid and on-line has worked well for lecture only classes but class retention tends to be only 70-80% due to some students' preference for a face-to-face component.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁵? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the AAS.RNRG is a career pathway program. Annually, an advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The Technology Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021.</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>The actual tower climbing and maintenance experience are essential parts of the program. The solar module labs are important and access to the NABCEP exam at the end of the program help maintain high quality graduates and good job placement.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>Dual credit students are able to take ENG-120 in most district high schools. TEC-050 and 052 are offered in Okaw Valley High School.</p> |

¹⁵ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>The tower climbing and nacelle maintenance components are real-life, work-based skills. Designing, specifying, and submitting a cost estimate for a PV system in EET-068 is also work-based. Employed graduates will be doing at least a portion of this work in the wind and solar industries. Perkins funding is a help to improvement as it provides extra funds for modern equipment used in the wind and solar fields. While summer internships in the industry are recommended, most of the students stay employed in the part-time or full-time jobs they currently have.</p> |
| <p>3.9 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).</p> | <p>There is no industry required accreditation for the Renewable Energy program.</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>The OSHA 10-hour Safety Training is embedded in the program. North American Board of Certified Energy Practitioners (NABCEP) is not embedded but the college is allowed to give this exam to graduating students.</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>Not applicable</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>The AAS.RNRG transfers as a 2+2 into Eastern Illinois University's Applied Engineering bachelor's program as well as Illinois State University's Technology bachelor's program.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No.</p> |

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| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Full-time and some part-time faculty have completed or are in the process of completing training for NABCEP Associate accreditation. NABCEP accreditation of all the adjunct faculty would be a helpful and would improve the quality of instruction.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>FY 2019 and FY 2020 Perkins funding has enabled adequate climbing harnesses and PV equipment.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Final projects in WND-040 and EET-068 are based upon real work skills. Tower climbs in WND-041 again are based upon real life employment skills. The tower climbs have been successful in gaining employment for graduates. The AAS.RNRG also uses paper tests and quizzes for assessment.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>Division meetings discuss various program successes as well as challenges.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>EET-086 has been added to the program based upon advisory committee recommendations. WND-042 has been combined into WND-041 to improve curriculum and increase lab experience. It also helped to get the program to 60 credit hours.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Greater than 60% of the students are very pleased with the preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Students complete optional surveys at the end of the semester. They are encouraged to stay in contact with their instructors after graduation via Linked-In.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>Local employers make up a large portion of the programs advisory committee. They assist in curriculum design and review. Some employers have hired graduates.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory committee looks at the main courses in the program and their content and compares it to the necessary skills needed in the contemporary renewable energy field. The advisory committee meets every year. Faculty has recruited a few program graduates to assist on the advisory committee as they provide good feedback from the field, often from jobs and experience beyond Illinois.</p> |

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| 3.24 How satisfied are employers in the preparation of the program's graduates? | Employers tend to be satisfied with program graduates. |
| 3.25 How is employer satisfaction information collected? | Employer Satisfaction Surveys are sent out. More importantly, some employers call Lake Land to recruit graduating students. |
| 3.26 Did the review of program quality result in any actions or modifications? Please explain. | The recent Guided Pathways review resulted in some class changes during freshmen year to make the CRT.RENEW 100% stackable within the AAS.RENEW. Marketing is being more aggressively pursued. The four TEC math classes are being combined to three classes with technical electives being focused into either electronics and control or mechanical systems. |
| <i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i> | |
| College-wide enrollment issues continue to limit the number and type of sections of each course we offer. Only one section of TEC-057 and TEC-058 usually occur per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student's preferred format. In addition, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered. Job placement and course sequencing have not been significant issues. The early years of the program were lecture heavy and lab light. This, along with most of the renewable energy jobs being more than an hour away from Mattoon has dropped enrollment and hurt completion. | |

| Performance and Equity | | | | | |
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| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. | | | | | |
| CTE Program | AAS.RNRG | | | | |
| CIP Code | 15.0503 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 21 | 10 | 7 | 13 | 16 |
| Number of Completers | 7 | 1 | 3 | 2 | 4 |
| Other (Please identify) | - | - | - | - | - |

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| How does the data support the program goals? Elaborate. | Enrollment has increased the last two years but several students are part-time or have full time jobs which hurts the annual completer numbers. |
| What disaggregated data was reviewed? | Retention numbers, credit hour accumulation for full time students, and credit hour accumulation for part time students. Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. |
| Were there gaps in the data? Please explain. | Some enrolled students are part time and thus take longer to complete their AAS. |
| What is the college doing to overcome any identifiable gaps? | Initially, some students graduating with certificates may not have been picked up in the college data but this does not apply in the AAS.RNRG data. |
| Are the students served in this program representative of the total student population? Please explain. | No. The past 4 years has seen one female enrolled as a student compared to 12-21 male enrolled students. While not representative of the district, it is representative of the student population in many technology programs. |
| Are the students served in this program representative of the district population? Please explain. | No. The past 4 years has seen one female enrolled as a student compared to 12-21 enrolled male students. While not representative of the district, it is representative of the student population in many technology programs. |
| Review Results | |
| Action | <input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | The Guided Pathways review has resulted in some class changes and semester realignments. The continuing college-wide enrollment issues has made marketing a priority. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a | The revised AAS.RNRG will be started in Fall 2021. Given the current Covid-19 situation, it will take a year or two for marketing to truly be effective. |

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| <p>timeline and/or dates for each step.</p> | |
| <p>Resources Needed</p> | <p>Assistance in marketing Adjunct training for NABCEP classes Continued Perkin funding for tower climbing and rescue equipment Continued NABCEP class training for the faculty</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>Darci Cather: Dean of Guided Pathways Michael Beavers: Division Chair – Technology Joseph Tillman: Renewable Energy Instructor and Program Coordinator</p> |

| Career & Technical Education | | | | |
|--|----------------|---|------------------|---|
| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2020 | | |
| 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 |
| Industrial Maintenance | Cert | 35.0 | 46.0401 | AAS.MET |
| Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential. | | | | |
| Program Objectives What are the overarching objectives/goals of the program? | | The training of students for entry level careers in industrial and commercial maintenance. Entry into the AAS.MET | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | Those students graduating with the certificate are finding employment. Academic assessment occurs at the end of the Fall and Spring semesters. . | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | Greater practical experience and attempts to increase enrollment were two reported actions. However, enrollment in the CRT.INDMT has lowered and flattened in the past two years. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | Darci Cather: Dean of Guided Pathways Michael Beavers: Division Chair – Technology Lisa Madlem: Director of Academic Support and Assessment Lynn Breer: Director of Institutional Research and Reporting Emily Ramage: Director of Grants and Academic Operations Kris Kersey: Industrial Maintenance Instructor | | |

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| | <p>Dion Buzzard: Industrial Technology Instructor/Program Coordinator</p> <p>Joseph Tillman: Renewable Energy Instructor and Program Coordinator</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>Pinnacle Foods Boos Butcher Block Jansen Heating and Air Conditioning The above companies provide advisory committee support for the certificate.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>College policy has English and math placement tests. Some students in the CRT.INDMT have needed to be placed in remedial classes. The college is moving away from remedial classes to the co-requisite model.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The CRT.INDMT has been reconfigured and will be a 30 hour certificate starting in the Fall 2021.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The US Department of Labor anticipates a 7% growth in jobs through 2025 for certificate graduates or an average of 37,400 job openings per year throughout the US.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Job growth remains healthy. The US Department of Labor anticipates an annual growth of 7%. Illinois anticipates a growth of 7% with 1465 new jobs per year through 2025.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>US Department of Labor and Illinois Department of Labor.</p> |

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| <p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>The college hosts several college visit days each year for high school seniors. Lake Land also holds Career Days for high school students to expose students to various technical careers.</p> |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Course curriculum changes are brought before a monthly curriculum committee consisting of faculty, academic consolors, and Administration. Any significant changes require two months or two readings and review before being sent to ICCB.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>The Guided Pathways Initiative has caused some changes in the certificate’s classes. These changes are in the math, electronics, and a maintenance class so that it better aligns with the AAS.MET and gets the CRT.INDMT down to 30 hours.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>The costs associated with the certificate are salaries and benefits for faculty, lab equipment, and consumable materials. There are also costs associated with marketing the program.</p> <p>Costs are comparable to similar certificates on campus due to the use of adjunct faculty and classes which apply to several majors. Lab equipment like mills and lathes and tooling supplies as well as consumables are expensive.</p> <p>The college pays for the certificate primarily through student tuition. Some money is recovered through reimbursement by the state.</p> <p>Lab and machining equipment are mostly purchased through Perkins funding.</p> |

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| <p>2.2 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.</p> | <p>Most of the CRT.INDMTs costs are covered via student tuition. The parent AAS.MET does have a sizable annual budget of around \$10,000 which covers most lab expenses except for the machining equipment. This budget is shared with three other programs so it isn't as large as needed every year.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>Using lower paid faculty and adding a marketing component to the certificate are ways to increase enrollment while keeping the program solvent. Also, this certificate shares many classes with the AAS.MET so students enrolled in both the certificate and parent program help fill several first-year classes.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Student costs include book rental, lab fees, and course fees. Since Lake Land College is a junior college, most students commute between home and school which saves on boarding expenses.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>The certificate's costs and low enrollment resulted in a marketing budget. It also resulted in a change of classes and lowering of the credit hours to 30. These changes become effective in Fall 2021.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>The program offers much in hands-on labs covering machining, print reading, electrical power, pneumatics, and hydraulics. This allows certificate graduates to find entry-level employment.</p> <p>It allows those students who want a 2-year degree to complete the AAS.MET after finishing the CRT.INDMT.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>The certificate's greatest challenge is enrollment given the college's overall declining enrollment. Colleges enjoy their best enrollment when the economy is doing poorly.</p> <p>Content has been recently adjusted so that the certificate is now at 30 hours.</p> |

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| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional, hybrid, team-teaching, and on-line have all been used in the certificate. The lecture classes work well using hybrid and the traditional format. On-line has worked well for lecture only classes but class retention tends to be only 70-80% due to some students' preference for a face-to-face class. Labs really need to be done in a hybrid or traditional classroom setting.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁶? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the CRT.INDMT can be a career pathway program via the AAS.MET. An annual advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The Technology Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021.</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>The certificate contains a lot of basic hands-on skills training in electrical and mechanical systems. This allows graduates to find entry-level maintenance positions upon graduation.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>MET 040 and MET 042 can be substituted for EET-040 and EET-050. EET-040 and EET-050 are taught in Teutopolis High School.</p> |

¹⁶ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>The mechanical and electrical labs provide real-life troubleshooting problems for the students to solve. These labs and activities provide a backbone to the program which allows graduates the competencies to gain and hold employment. The college needs to maintain these labs and make certain that the classes have the necessary equipment and supplies.</p> |
| <p>3.9 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).</p> | <p>No.</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>The OSHA 10-hour safety card is part of this certificate.</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>Not applicable</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>The CRT.INDMT can be applied to the AAS.MET. From there, LLC has 2+2 agreements with EIU in Applied Technology and ISU in Technology.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Professional development classes are available to both the full-time and part-time faculty. The full-time faculty are seasoned with industrial experience so their skills for teaching the certificate are good. Still, some professional development with newer developments with motors and controls could be helpful.</p> |

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| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>The equipment used for the program is a mixed bag. Some of the electronics labs need new power supplies and oscilloscopes. FY 2020 Perkins funds purchased some new mills and lathes as well as some pneumatic and hydraulic supplies.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>The labs, particularly in IND-052, allow for skills assessment. The certificate also uses tests and quizzes for assessment.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>Division meetings as well as curriculum committee meetings provide opportunities to discuss various program successes as well as challenges.</p> |
| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>During recent Guided Pathways meetings, some courses were eliminated and General Ed requirements were lessened in place of career electives. The CRT.INDMT aligns with the first year of the AAS.MET.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Greater than 75% of the students are very pleased with the preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Students complete optional college surveys at the end of the semester. They are encouraged to stay in contact with their instructors after graduation via Linked-In.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>Local employers make up a large portion of the parent program's advisory committee. They assist in curriculum design and review. Several of these employers have hired graduates.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory committee looks at the course content in the certificate and compares it to the necessary skills needed in the workplace. The advisory committee meets annually.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employers are satisfied with the certificate graduates. Most of the certificate's graduates have no problem in securing employment.</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Employer Satisfaction Surveys are sent out. More importantly, some employers call Lake Land to recruit graduating students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>The recent Guided Pathways review resulted in some class changes which makes the CRT.INDT align with the first year of the AAS.MET. Marketing to increase enrollment is being more aggressively pursued.</p> |

LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.

College-wide enrollment issues continue to limit the number and type of sections of each course we offer. Many of the industrial maintenance classes occur only once per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student’s preferred format. In addition, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered. Job placement and course sequencing have not been significant issues. In recent years, the local economy has been doing well enough so that many potential students have found entry level work without seeking a certificate or degree.

Performance and Equity

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.

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| CTE Program | CRT.INDMT | | | | |
| CIP Code | 46.0401 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 30 | 23 | 12 | 5 | 6 |
| Number of Completers | 18 | 7 | 11 | 8 | 7 |
| Other (Please identify) | - | - | - | - | - |
| How does the data support the program goals? Elaborate. | Enrollment for the certificate has been low the past two years. Student job placement is good and the employers are happy. However, the enrollment is still low because many potential students have found at least part-time employment in area businesses instead of returning or going to college. | | | | |
| What disaggregated data was reviewed? | Retention numbers, credit hour accumulation for full time students, and credit hour accumulation for part time students. Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year’s ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and | | | | |

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| | division, course persistence information by semester, and retention by division. |
| Were there gaps in the data? Please explain. | There may be some gaps as those who graduate with the AAS.MET also are eligible to get the CRT.INDMT. However, graduates usually list only one program or certificate upon graduating. Any other certificates or degrees which they may have concurrently earned have to be picked up by an Admission's audit after graduation. |
| What is the college doing to overcome any identifiable gaps? | The college usually does this audit after graduation which should alleviate any gaps. |
| Are the students served in this program representative of the total student population? Please explain. | No. There has been only 1 or 2 females enrolled in the CRT.INDMT while the student population is closer to 50%-50% male and female. |
| Are the students served in this program representative of the district population? Please explain. | No. Again, the male portion of the district is well represented and diverse. Most females do not enroll in industrial maintenance classes so this is where the district's representation fails. |
| Review Results | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | The Guided Pathways review has resulted in some class changes. The continuing college-wide enrollment issues has made marketing a priority. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | The revised CRT.INDMT will be started in Fall 2021. Given the current Covid-19 situation, it will take a year or two for marketing to truly be effective. |
| Resources Needed | Assistance in marketing Continued Perkin funding for lab equipment and supplies Availability and access of professional development hours as needed |

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| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>Darci Cather: Dean of Guided Pathways</p> <p>Michael Beavers: Division Chair – Technology</p> <p>Kris Kersey: Industrial Maintenance Instructor</p> <p>Dion Buzzard: Industrial Technology Instructor/Program Coordinator</p> |
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| Career & Technical Education | | | | |
|--|----------------|---|------------------|---|
| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | 2015-2020 | | |
| 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 |
| Renewable Energy Technician | Cert | 33.0 | 15.0503 | AAS.RNRG |
| 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 training of students for entry level careers in the maintenance of wind and solar energy systems. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | Those students graduating with the certificate are finding employment with renewable energy companies. Academic assessment occurs at the end of the Fall and Spring semesters. These assessments are based upon academic and practical skills such as wind tower climbing, renewable energy siting, and PV project development. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | Greater practical experience and attempts to increase enrollment were two reported actions. However, enrollment in the CRT.RENEW has varied but is currently seeing slight increases. | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | Darci Cather: Dean of Guided Pathways Michael Beavers: Division Chair – Technology Lisa Madlem: Director of Academic Support and Assessment Lynn Breer: Director of Institutional Research and Reporting Emily Ramage: Director of Grants and Academic Operations | | |

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| | <p>Joseph Tillman: Renewable Energy Instructor and Program Coordinator</p> <p>Gary Lindley: Electronics Engineering Technology Instructor and Program Coordinator</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>Craig Pals: VP of Tick Tock Energy</p> <p>Michelle Morely: Owner/CEO of Wind/Solar USA</p> <p>Benjamin Brazzell: Former student and Wind Tech Level III</p> <p>These are members of the parent program’s advisory board.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>College policy has English and math placement tests. The students in the CRT.RENEW have not experienced significant issues in enrolling in the certificate’s classes due to remedial needs. The college is moving away from remedial classes to the co-requisite model.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The CRT.RENEW has been reconfigured and will be a 30-hour certificate starting in the Fall 2021.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The US Department of Labor anticipates a 96% job growth through 2025 for wind technicians and a more modest growth of 10% in the solar industry. Illinois anticipates a growth of 6,510 new jobs in wind and solar through 2025.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Job growth has increased. The US Department of Labor anticipates a 96% growth in jobs through 2025 for wind technicians and a more modest growth of 10% in the solar industry. Illinois anticipates a growth of 6,510 new jobs in wind and solar through 2025.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>US Department of Labor and Illinois Department of Labor.</p> |

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| <p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>The college hosts several college visit days each year for high school seniors. Lake Land also holds Career Days for high school students to expose students to various technical careers.</p> |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Course curriculum changes are brought before a monthly curriculum committee consisting of faculty, academic consolors, and Administration. Any significant changes require two months or readings and review before being sent to ICCB.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>Feedback from the parent program’s advisory committee composed of members from local renewable energy companies has resulted in changes to curriculum. A 3 credit hour computer application class has been added per the advisory committee’s recommendation. The revised thirty-hour CRT.RENEW will be the first year of the AAS.RNRG.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>The costs associated with the program are salaries and benefits for faculty as well as lab and climbing equipment. There are also costs associated with marketing the program.</p> <p>Costs are actually lower than several comparable certificates on campus due to the lower salaries of less senior and adjunct faculty. Lab and climbing equipment usually last at least five years and the software used is mostly MS Suite programs.</p> <p>The college pays for the program primarily through student tuition. Some money is recovered through reimbursement by the state.</p> <p>Lab and climbing equipment are mostly purchased through Perkins funding.</p> |
| <p>2.2 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.</p> | <p>Some of the CRT.RENEW’s costs are covered via student tuition. The parent program does have a modest annual budget of around \$3,000 which can cover most lab expenses except for the climbing equipment.</p> |

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| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>Using lower paid faculty and adding a marketing component to the certificate are ways to increase enrollment while keeping the program solvent. Also, this certificate has only four unique classes in its curriculum. Two of these are shared with the parent program as well as the NDP.SNRG, CRT.REMG, and the AAS.RNRG. This helps to keep expenses down.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Student costs include book rental, lab fees, and course fees. Since Lake Land College is a junior college, most students commute between home and school. Most Technology students receive Federal financial aid.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>The certificate's costs and low enrollment resulted in a marketing budget. It also resulted in a change of classes and lowering of the credit hours to 30. These changes become effective in Fall 2021.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>The college has the only tower allowed for full climbs in the state which is a huge benefit for students wanting to become wind turbine technicians. The solar portion of the program offers some hands-on training and the college has staff approved to give NABCEP testing to those students desiring it.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>The certificate's greatest challenge is enrollment given the college's overall declining enrollment.</p> <p>One of the weaknesses has been addressed by making the CRT.RENEW 100% stackable with the AAS.RNRG</p> <p>Most graduates need to travel an hour north or leave the state in order to find work which has hurt recruiting in the past.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional, hybrid, team-teaching, and on-line have all been used in the certificate. The tower climbing and solar panel installation works best with the traditional and team-teaching format. The lecture classes work well using hybrid and the traditional format. On-line class retention tends to be only 70-80% due to some students' preference for a face-to-face component.</p> |

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| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁷? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the CRT.RENEW can be a career pathway program via the AAS.RNRG. An annual advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The Technology Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021.</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>The real tower climbing helps with program quality. The solar module labs are important and access to the NABCEP exam at the end of the certificate help maintain high quality graduates and good job placement.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>Dual credit students are able to take ENG-120 in most district high schools. TEC-050 and TEC-052 are taught at Okaw Valley High School.</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>The tower climbing and nacelle maintenance components are real-life, work-based skills. Designing, specifying, and submitting a cost estimate for a PV system is also work-based. Perkins funding is a help to improvement as it provides extra funds for modern equipment used in the wind and solar fields. While summer internships in the industry are recommended, most of the students stay employed in the part-time or full-time jobs they currently have.</p> |

¹⁷ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.9 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).</p> | <p>No.</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>The OSHA 10-hour safety card is part of this certificate. North American Board of Certified Energy Practitioners (NABCEP) is not embedded but the college is allowed to give this exam to graduating students.</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>Not applicable</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>The CRT.RENEW can be applied to the AAS.RNRG. From there, LLC has 2+2 agreements with EIU in Applied Technology and ISU in Technology.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Full-time and some part-time faculty have completed or are in the process of completing training for NABCEP Associate accreditation. NABCEP accreditation of all the adjunct faculty would be a helpful and would improve the quality of instruction.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>FY 2019 and FY 2020 Perkins funding has enabled adequate PV and climbing equipment for the renewable energy classes.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>Projects in TEC-057 allow for assessment. The CRT.RENEW also uses tower climbing in WND-040 for assessment of students. The certificate also uses tests and quizzes for assessment.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>Division meetings as well as curriculum committee meetings provide opportunities to discuss various program successes as well as challenges.</p> |

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| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>During recent Guided Pathways meetings, one computer science class was added to the program. General Ed requirements were lessened in place of career electives. The CRT.RENEW aligns with the first year of the AAS.RENEW.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>Greater than 75% of the students are very pleased with their preparation.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Students complete optional college surveys at the end of the semester. They are encouraged to stay in contact with their instructors after graduation via Linked-In.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>Local employers make up a large portion of the parent program’s advisory committee. They assist in curriculum design and review. Some employers have hired graduates.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory committee looks at the main courses in the certificate and their content and compares it to the necessary skills needed in the contemporary renewable energy field. The advisory committee meets every year. Faculty has recruited a few graduates to assist on the advisory committee as they provide good feedback from the field, often from jobs beyond Illinois.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program’s graduates?</p> | <p>Employers are satisfied with the certificate graduates.</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Employer Satisfaction Surveys are sent out. More importantly, some employers call Lake Land to recruit graduating students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>The recent Guided Pathways review resulted in some class changes which makes the CRT.RENEW align with the first year of the AAS.RNRG. Marketing to increase enrollment is being more aggressively pursued.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |

College-wide enrollment issues continue to limit the number and type of sections of each course we offer. Most renewable energy classes occur only once per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student’s preferred format or time. Additionally, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered. Job placement and course sequencing have not been significant issues. Since many of the renewable energy jobs are an hour or more from Mattoon, recruitment and completion have been issues. However, the numbers of enrollees and completers have stabilized in recent years.

| Performance and Equity | | | | | |
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| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. | | | | | |
| CTE Program | CRT.RENEW | | | | |
| CIP Code | 15.0503 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 6 | 2 | 2 | 1 | 3 |
| Number of Completers | 3 | 0 | 1 | 0 | 1 |
| Other (Please identify) | - | - | - | - | - |
| How does the data support the program goals? Elaborate. | Enrollment for the certificate has been low. Student job placement is good and the employers are happy with our graduates. | | | | |
| What disaggregated data was reviewed? | Retention numbers, credit hour accumulation for full time students, and credit hour accumulation for part time students. Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year’s ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |

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| Were there gaps in the data? Please explain. | There may be some gaps as those who graduate with the AAS.RENEW usually get the CRT.RENEW. However, graduates usually list only one program or certificate upon graduating. Any other certificates or degrees which may have been concurrently earned have to be picked up by an Admission's audit after graduation. |
| What is the college doing to overcome any identifiable gaps? | The college usually does this audit after graduation which should help close any gaps. |
| Are the students served in this program representative of the total student population? Please explain. | No. Few female students enroll in the CRT.RENEW. |
| Are the students served in this program representative of the district population? Please explain. | No. Few female students enroll in the CRT.RENEW. |
| Review Results | |
| Action | <input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | The Guided Pathways review has resulted in some class changes and semester realignments. The continuing college-wide enrollment issues have made marketing a priority. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | The revised CRT.RENEW will be started in Fall 2021. Given the current Covid-19 situation, it will take a year or two for marketing to truly be effective. |
| Resources Needed | Assistance in marketing Adjunct training for NABCEP classes Continued Perkin funding for tower climbing and rescue equipment Continued NABCEP class training for the full-time faculty |
| Responsibility Who is responsible for completing or implementing the modifications? | Darci Cather: Dean of Guided Pathways Michael Beavers: Division Chair – Technology |

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| | Joseph Tillman: Renewable Energy Instructor and Program Coordinator |
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| Career & Technical Education | | | | |
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| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | 2015-2020 | | | |
| 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 |
| Sustainable Energy | Cert | 6.0 | 15.0503 | AAS.RNRG, CERT.REMG, CERT.RENEW |
| 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 teach students the basic types and methods of renewable energy capture and utilization. The certificate was originally thought to be gained by AAS students in other majors who had an interest in renewable energy and could use the 6 hours as technical electives in their majors. | | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | Those students graduating with the certificate may find entry level work with solar installation companies. Academic assessment occurs at the end of the Fall and Spring semesters. These assessments are based upon results of academic testing and homework. | | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | Need to increase enrollment. The actions have been completed. While the numbers of those enrolled at the college have remained low, this certificate is offered in the Graham Correctional Center and sees 3-6 graduates every year. The Correctional Center numbers are not included in the Performance and Equity section of this report. | | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | <p>Darci Cather: Dean of Guided Pathways</p> <p>Michael Beavers: Division Chair – Technology</p> <p>Lisa Madlem: Director of Academic Support and Assessment</p> <p>Lynn Breer: Director of Institutional Research and Reporting</p> | | | |

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| | <p>Emily Ramage: Director of Grants and Academic Operations</p> <p>Joseph Tillman: Renewable Energy Instructor and Program Coordinator</p> |
| <p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p> | <p>Craig Pals: VP of Tick Tock Energy</p> <p>Michelle Morely: Owner/CEO of Wind/Solar USA</p> <p>Benjamin Brazzell: Former student and Wind Tech Level III</p> <p>These are members of the certificates’s advisory board.</p> |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>College policy has English and math placement tests. The students in the NDP.SNRG have not experienced significant issues in enrolling in the certificate’s classes due to remedial needs.</p> <p>The college is moving away from remedial classes to the co-requisite model.</p> |
| <p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>The NDP.SNRG is only 6 credit hours.</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The US Department of Labor anticipates a 10% growth in jobs through 2025 for the solar industry.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>Job growth remains healthy. The US Department of Labor anticipates a 10% growth in jobs through 2025 for solar installers. This equates to 5,100 jobs.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>US Department of Labor and Illinois Department of Labor.</p> |

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| <p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>The college hosts several college visit days each year for high school seniors. Lake Land also holds Career Days for high school students to expose students to various technical careers.</p> |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Course curriculum changes are brought before a monthly curriculum committee consisting of faculty, academic consolors, and Administration. Any significant changes require two months or readings and review before being sent to ICCB.</p> |
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>Review of the certificate resulted in it being retained as it remains rather popular in the Department of Corrections and the certificate is embedded in the two other renewable energy certificates and the AAS.RNRG.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>The costs associated with the certificate are salaries and benefits for faculty and lab equipment.</p> <p>Costs are actually lower than several comparable certificates on campus due to the lower salaries of less senior and adjunct faculty. Lab equipment usually lasts at least five years and the software used is mostly MS Suite programs.</p> <p>The college pays for the program primarily through student tuition. Some money is recovered through reimbursement by the state.</p> <p>Lab equipment is largely purchased through the annual renewable energy budget.</p> |
| <p>2.2 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.</p> | <p>Most of the certificate’s costs are covered via student tuition in the parent program.</p> |

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| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>Using lower paid faculty and adding a marketing component to the certificate are ways to increase enrollment while keeping the certificate solvent. Both classes of the NDP.SNRG are shared with the parent program as well as the CRT.REMG and the CRT.RENEW. This helps to keep expenses down.</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>Student costs include book rental, lab fees, and course fees. Since Lake Land College is a junior college, most students commute between home and school. Most Technology students receive Federal student aid.</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>The certificate's costs and low enrollment resulted in a marketing budget.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>The NDP.SNRG greatest strength is that it can be attached to many other programs via technical electives to give students an understanding of renewable energy basics.</p> <p>It is also 100% stackable in the other two renewable energy certificates and the parent program.</p> <p>The Department of Corrections likes the class as it can be delivered inside a prison without too many problems and it is only 6 credit hours.</p> |
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>The certificate's greatest challenge is enrollment given the college's overall declining enrollment.</p> <p>The certificate by itself does not lead to many jobs in renewable energy other than solar panel installation.</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Traditional, hybrid, team-teaching, and on-line have all been used for the certificate. On-line has worked well for its two classes but student retention tends to be only 70-80% due to some students' preference for a face-to-face component.</p> |

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| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁸? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, the NDP.SNRG can be a career pathway program via the AAS.RNRG. An annual advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The Technology Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and will be implemented in the Fall of 2021.</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>The two classes have been successfully taught in all formats.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>No. The certificate's two classes are not taught in any district high school.</p> |
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>The certificate teaches some basic solar and wind siting skills which are used by wind and solar renewable energy companies. Given the two-class sequence, there isn't much room for extra work-based learning opportunities.</p> |

¹⁸ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.9 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).</p> | <p>No.</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>No</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>No</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>Not applicable</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>The NDP.SNRG can be applied to the AAS.RNRG. From there, LLC has 2+2 agreements with EIU in Applied Technology and ISU in Technology.</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>No.</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Full-time and some part-time faculty have completed or are in the process of completing training for NABCEP Associate accreditation. NABCEP accreditation of all the adjunct faculty would be a helpful and would improve the quality of instruction.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>FY 2019 and FY 2020 Perkins funding has enabled adequate solar equipment and other lab gear for the TEC-057 and TEC-058 classes which compose the certificate.</p> |
| <p>3.17 What assessment methods are used to ensure student success?</p> | <p>In-class projects and activities in TEC-057 and TEC-058 allow for assessment. The certificate also uses tests and quizzes for assessment.</p> |
| <p>3.18 How are these results shared with others at the institution for continuous improvement?</p> | <p>Division meetings as well as curriculum committee meetings provide opportunities to discuss various program successes as well as challenges.</p> |

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| <p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p> | <p>Some in-class demonstrations and activities have been added to both TEC-057 and TEC-058 to better demonstrate concepts to aid student learning.</p> |
| <p>3.20 How satisfied are students with their preparation for employment?</p> | <p>For the students taking the classes via the Mattoon campus, satisfaction is better than 75%. For the students taking the classes at Graham Correctional Facility, their satisfaction is lower because the certificate is only six hours which limits the number of renewable energy jobs they are qualified to pursue after release. That being said, most of the inmates like the course content.</p> |
| <p>3.21 How is student satisfaction information collected?</p> | <p>Students complete optional college surveys at the end of the semester. They are encouraged to stay in contact with their instructors after graduation via Linked-In. In this fashion, students are able to share their employment experiences.</p> |
| <p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p> | <p>Local employers make up a large portion of the certificate's advisory committee.</p> |
| <p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p> | <p>The advisory committee looks at the main courses in the program and their content and compares it to the necessary skills needed in the contemporary renewable energy field. The advisory committee meets annually.</p> |
| <p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> | <p>Employers are satisfied with the certificate graduates.</p> |
| <p>3.25 How is employer satisfaction information collected?</p> | <p>Employer Satisfaction Surveys are sent out. More importantly, some employers call Lake Land to recruit graduating students.</p> |
| <p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p> | <p>The recent Guided Pathways review resulted in the decision to keep the certificate.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> | |

College-wide enrollment issues continue to limit the number and type of sections of each course we offer. TEC-057 and TEC-058 usually occur only once per academic year. Some students prefer online sections while others favor traditional face-to face sections. Lake Land College is not always able to offer a student’s preferred format or time. Additionally, the limited number of course offerings may delay the student from being able to finish the program as soon as they want. A student may have to delay graduation as they wait for a course to be offered. Job placement and course sequencing have not been significant issues. Since many of the renewable energy jobs are an hour or more from Mattoon, recruitment and completion have been issues. However, the numbers of enrollees and completers have stabilized in recent years.

| Performance and Equity | | | | | |
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| Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. | | | | | |
| CTE Program | NDP.SNRG | | | | |
| CIP Code | 15.0503 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 0 | 1 | 3 | 2 | 1 |
| Number of Completers | 9 | 1 | 3 | 1 | 2 |
| Other (Please identify) | - | - | - | - | - |
| How does the data support the program goals? Elaborate. | Enrollment for the certificate has been low. Student job placement is good but the enrollment is still low. | | | | |
| What disaggregated data was reviewed? | Retention numbers, credit hour accumulation for full time students, and credit hour accumulation for part time students. Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year’s ICCB Program Review process. Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |

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| Were there gaps in the data? Please explain. | There are some gaps as those who graduate with the NDP.SNRG usually earn it as part of another certificate or the AAS.RNRG. However, graduates usually list only one program or certificate upon graduating. Any other certificates or degrees which they may have concurrently earned have to be picked up by an Admission's audit after graduation. |
| What is the college doing to overcome any identifiable gaps? | The college usually does this audit after graduation which should help close any gaps. This explains why in Year 1 there were zero enrolled students yet nine graduates. |
| Are the students served in this program representative of the total student population? Please explain. | Yes. The small number of graduates tend to represent a student body which is predominately poor, rural, and Caucasian. The prison population is more diverse. |
| Are the students served in this program representative of the district population? Please explain. | Yes. The extremely small number of graduates tend to represent a community college district which is predominately poor, rural, and Caucasian. The prison enrollees are more diverse. |
| Review Results | |
| Action | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) |
| Summary Rationale Please provide a brief rationale for the chosen action. | Since the two classes comprising this certificate are in the other two renewable energy certificates and the AAS.RNRG and its relative popularity in the Department of Corrections, the decision was made to keep the certificate. |
| Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step. | The NDP.SNRG will be offered in the Fall 2020. |
| Resources Needed | Assistance in marketing Adjunct training for NABCEP classes Continued NABCEP class training for the full-time faculty |
| Responsibility Who is responsible for completing or | Darci Cather: Dean of Guided Pathways Michael Beavers: Division Chair – Technology |

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| implementing the modifications? | Joseph Tillman: Renewable Energy Instructor and Program Coordinator |
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| Career & Technical Education | | | | |
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| College Name: | | Lake Land College | | |
| Academic Years Reviewed: | | FY 21 | | |
| 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 |
| Fundamentals of Horticulture - DOC | Cert | 15 | 1.0601 | Fundamentals of Horticulture Horticulture Production |
| 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 for entry-level employment in the horticulture industry. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | This program teaches practical skills and industry standards for the horticulture industry. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | N/A | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | Jennifer Billingsley Dean of Correctional Programs | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) | | N/A | | |

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| <p>Also describe their role or engagement in this process.</p> | |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>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.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>N/A</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The demand in the Horticulture Industry remains high.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The IDES projects a 16.42% growth rate between 2016-2026 in the Horticulture field.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>IDES employment projections</p> |
| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are inmates from the Department of Corrections.</p> |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>N/A</p> |

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| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time we will continue to utilize the program as it is.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>The Annual cost of the program is \$1,003,965.48 for 15 sites. The average cost per site is \$66,931.03</p> <p>Program costs are consistent with the average cost of other correctional vocational programs.</p> <p>The program is funded through the Department of Corrections and ICCB credit hour grant.</p> |
| <p>2.2 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.</p> | <p>Program offerings and funding are determined by the Department of Corrections.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>N/A</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>N/A</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>No</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>Disadvantaged populations have access to hands-on training to improve future employment opportunities.</p> |

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| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>None</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Open-entry, open-exit program allowing students to enter and exit classes throughout the semester so enrollment is continuous and consistently 15.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>No. Program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC. It provides dual credit opportunities for students in the Illinois Department of Juvenile Justice. It will incorporate technical skill assessments and project-based learning (plant production) with partnerships with Department of Agriculture.</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, it aligns with Adult Education, Dual Credit program, and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release. This certificate is part of a series of stackable certificates that allow students different entry and exit points to improve income and employment opportunities</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>This program is offered to the disadvantaged populations within the Department of Corrections.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>Yes, Department of Juvenile Justice at Harrisburg as well as St Charles</p> |

¹⁹ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

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| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Students receive lab experience completing projects for the correctional facility under the direction of an instructor.</p> |
| <p>3.9 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).</p> | <p>N/A</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>N/A</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>N/A</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>N/A</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>None</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Annual In-Service is provided to share best practices and curriculum development ideas.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Good</p> |

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| 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 are these results shared with others at the institution for continuous improvement? | N/A |
| 3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes? | None |
| 3.20 How satisfied are students with their preparation for employment? | Students are satisfied with their participation. |
| 3.21 How is student satisfaction information collected? | Students complete an exit interview upon completion. |
| 3.22 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. |
| 3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? | N/A |
| 3.24 How satisfied are employers in the preparation of the program's graduates? | N/A |
| 3.25 How is employer satisfaction information collected? | Lake Land College is not permitted to collect information on incarcerated students after release. |
| 3.26 Did the review of program quality result in any actions or modifications? Please explain. | No |
| <i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i> | |

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| N/A |
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| Performance and Equity | | | | | |
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| 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 | Fundamentals of Horticulture - DOC | | | | |
| CIP Code | 1.0601 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 148 | 213 | 289 | | |
| Number of Completers | 155 | 240 | 360 | | |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | Each year the program is growing in the number of students that are enrolling and that are graduating. The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities. | | | | |
| 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. | A new and updated horticulture curriculum was implemented in 2016. | | | | |
| 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 | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) | | | | |

| | |
|--|--|
| <p>Summary Rationale Please provide a brief rationale for the chosen action.</p> | <p>The Fundamentals of Horticulture program will continue with curriculum updates to ensure successful employment after release.</p> |
| <p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p> | <p>The program will continue with the curriculum.</p> |
| <p>Resources Needed</p> | <p>N/A</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>N/A</p> |

| Career & Technical Education | | | | |
|--|-------------------|---|------------------|---|
| College Name: | Lake Land College | | | |
| Academic Years Reviewed: | FY 20 | | | |
| 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 |
| Horticulture Production - DOC | Cert | 34 | 1.0601 | Fundamentals of Horticulture Horticulture Production |
| 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 Fundamental of Horticulture, emphasis is placed on production skills in ornamental, food crops, and landscaping. | | |
| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed? | | This program teaches practical skills and industry standards for the horticulture industry. | | |
| Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed? | | N/A | | |
| Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process. | | Jennifer Billingsley Dean of Correctional Programs | | |
| Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) | | N/A | | |

| | |
|--|--|
| <p>Also describe their role or engagement in this process.</p> | |
| <p>CTE Program Review Analysis</p> <p>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.</p> | |
| <p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p> | <p>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.</p> |
| <p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p> | <p>See attached</p> |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 What is the labor market demand for the program?</p> | <p>The demand in the Horticulture Industry remains high.</p> |
| <p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p> | <p>The IDES projects a 16.42% growth rate between 2016-2026 in the Horticulture field.</p> |
| <p>1.3 What labor market information sources are utilized?</p> | <p>IDES employment projections</p> |
| <p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p> | <p>As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are inmates from the Department of Corrections.</p> |
| <p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>N/A</p> |

| | |
|--|--|
| <p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p> | <p>At this time we will continue to utilize the program as it is.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? | <p>The Annual cost of the program is \$1,003,965.48 for 15 sites. The average cost per site is \$66,931.03</p> <p>Program costs are consistent with the average cost of other correctional vocational programs.</p> <p>The program is funded through the Department of Corrections and ICCB credit hour grant.</p> |
| <p>2.2 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.</p> | <p>Program offerings and funding are determined by the Department of Corrections.</p> |
| <p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p> | <p>N/A</p> |
| <p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p> | <p>N/A</p> |
| <p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p> | <p>No</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>Disadvantaged populations have access to hands-on training to improve future employment opportunities.</p> |

| | |
|--|--|
| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>None</p> |
| <p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p> | <p>Open-entry, open-exit program allowing students to enter and exit classes throughout the semester so enrollment is continuous and consistently 15.</p> |
| <p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB²⁰? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p> | <p>No. Program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC. It provides dual credit opportunities for students in the Illinois Department of Juvenile Justice. It will incorporate technical skill assessments and project-based learning (plant production) with partnerships with Department of Agriculture.</p> |
| <p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p> | <p>Yes, it aligns with Adult Education, Dual Credit program, and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release. This certificate is part of a series of stackable certificates that allow students different entry and exit points to improve income and employment opportunities</p> |
| <p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p> | <p>This program is offered to the disadvantaged populations within the Department of Corrections.</p> |
| <p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p> | <p>Yes, Department of Juvenile Justice at Harrisburg as well as St Charles</p> |

²⁰ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

| | |
|--|--|
| <p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p> | <p>Students receive lab experience completing projects for the correctional facility under the direction of an instructor.</p> |
| <p>3.9 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).</p> | <p>N/A</p> |
| <p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p> | <p>N/A</p> |
| <p>3.11 Is this an apprenticeship program? If so, please elaborate.</p> | <p>N/A</p> |
| <p>3.12 If applicable, please list the licensure examination pass rate.</p> | <p>N/A</p> |
| <p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p> | <p>N/A</p> |
| <p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>None</p> |
| <p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p> | <p>Annual In-Service is provided to share best practices and curriculum development ideas.</p> |
| <p>3.16 What is the status of the current technology and equipment used for this program?</p> | <p>Good</p> |

| | |
|---|---|
| 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 are these results shared with others at the institution for continuous improvement? | N/A |
| 3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes? | None |
| 3.20 How satisfied are students with their preparation for employment? | Students are satisfied with their participation. |
| 3.21 How is student satisfaction information collected? | Students complete an exit interview upon completion. |
| 3.22 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. |
| 3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? | N/A |
| 3.24 How satisfied are employers in the preparation of the program's graduates? | N/A |
| 3.25 How is employer satisfaction information collected? | Lake Land College is not permitted to collect information on incarcerated students after release. |
| 3.26 Did the review of program quality result in any actions or modifications? Please explain. | No |
| <i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i> | |

| |
|-----|
| N/A |
|-----|

| Performance and Equity | | | | | |
|--|---|--------|--------|--------|--------|
| 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 | Fundamentals of Horticulture - DOC | | | | |
| CIP Code | 1.0601 | | | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled | 164 | 141 | 156 | | |
| Number of Completers | 125 | 112 | 152 | | |
| Other (Please identify) | | | | | |
| How does the data support the program goals? Elaborate. | Each year the program is growing in the number of students that are enrolling and that are graduating. The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities. | | | | |
| 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. | A new and updated horticulture curriculum was implemented in 2016. | | | | |
| 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 | <input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) | | | | |

| | |
|--|---|
| Summary Rationale Please provide a brief rationale for the chosen action. | The Fundamentals of Horticulture program will continue with curriculum updates 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. | The program will continue with the curriculum. |
| Resources Needed | N/A |
| Responsibility Who is responsible for completing or implementing the modifications? | N/A |

ACADEMIC DISCIPLINE

| Academic Disciplines | |
|---|--|
| <i>COLLEGE NAME:</i> | LAKE LAND COLLEGE |
| <i>FISCAL YEAR IN REVIEW:</i> | 2018-2019 |
| <i>DISCIPLINE AREA:</i> | HUMANITIES |
| 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? | Humanities is a core requirement across most disciplines. It is important for students to have at the most rudimentary level of each discipline, the appropriate humanities skills necessary. These skills are a requirement for the workforce. |
| To what extent are these objectives being achieved? | Coursework has been established as per degree requirements to provide necessary humanities education. The use of course assessment data has provided faculty with an understanding of how much students are learning. Adjustments are made at the course level by lead instructors in response to available data. |
| How does this discipline contribute to other fields and the mission of the college? | Every discipline requires communication and analytical skills in the Humanities, and those skills provide training to prepare students academically and for careers. This fulfils the mission of the college in providing an <i>education for the lifelong needs of diverse communities that we serve.</i> |
| Prior Review Update Describe any quality improvements or modifications made since the last review period. | Course assessment data use has been emphasized strongly and now adopted. Lead faculty are required to show how data results influence pedagogy or course revisions. A closer look at course/program retention, persistence and completion rates has just began. This provides faculty with a macro perspective to their courses and programs. |
| REVIEW ANALYSIS | |
| Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided. | |

| Indicator 1: Need | Response |
|---|---|
| <p>1.1 What mechanisms are in place to determine programmatic needs/changes for AA, AS, AFA, and AES academic programs? How are programmatic needs/changes evaluated by the curriculum review committee and campus academic leadership?</p> | <p>Curriculum needs are discussed cross-divisionally as well as intra-divisional within both the membership of the curriculum committee and divisions respectively. Other areas provide input ranging from admissions and records, advising, student information systems, transfer coordinator, general education committee and advisory boards etc. Institutional research also provides program coordinators and lead instructors etc. necessary supportive data.</p> |
| <p>1.2 How are students informed or recruited for this program?</p> | <p>Recruitment at the college level across most disciplines provides the students required to take humanities. This effort include: career days, Laker visit days, dual credit interactions and advertising etc.</p> |
| INDICATOR 2: COST EFFECTIVENESS | RESPONSE |
| <p>2.1 What are the costs associated with this discipline?</p> | <p>The cost of the program mainly faculty salaries as well as cost of textbooks to be rented to students.</p> |
| <p>2.2 What steps can be taken to offer curricula more cost-effectively?</p> | <p>When possible, faculty have utilized OER's to lower costs.</p> |
| <p>2.3 Is there a need for additional resources?</p> | <p>Textbook adoption has been severely reduced considering the recent budgetary crisis. Few humanities textbooks have been updated in the last 4-5 years. As financial resources improve, the division has started updating books based upon discipline priority. Faculty development funds for conferences is in great need.</p> |
| INDICATOR 3: QUALITY | RESPONSE |
| <p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p> | <p>Lake Land college offers ;</p> <ol style="list-style-type: none"> 1. Online modality for numerous humanities courses 2. Accelerated modality for co-requisite general education composition. |
| <p>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?</p> | <p>Division chairs and the Institutional research office analyze course retention and persistence rates and compare student success across modalities on a semester by semester basis. Results are discussed at division meetings as well as appropriate committees meetings across campus for recommendations/solutions.</p> |

| | |
|--|---|
| <p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p> | <p>Faculty are evaluated as per the Collective Bargaining Agreement. Grade distribution reports are generated by division chair when called for. However, course persistence reports are studied at the course level and not instructor level. Lead instructor reviews course assessment results from all sections taught and communicates results and potential changes to all instructors. According to Board policy 05.05, adjunct faculty are required to conduct instructor and course evaluations in each course for fall and spring semesters each year. Dual credit instructors are evaluated by faculty on the basis of submitted portfolios and also within course assessment objectives.</p> |
| <p>3.4 How does the discipline identify and support at-risk students?</p> | <p>This is achieved typically at the instructor level. Depending on the nature, instructors can identify students and recommend tutoring. Instructors also receive a roster of all TRIO students and students with accommodation needs within their courses (not all are at risk). Lake Land College Early Advantage Program (LEAP) is a cooperative process between Student Services and faculty to report and assist at-risk students.</p> |
| <p>3.5 To what extent is the discipline integrated with other instructional programs and services?</p> | <p>Humanities education is widely integrated with instructional programs across the college. It is a core requirement across all disciplines. It is important for students to have at the most rudimentary level of each discipline, the appropriate humanities skills necessary.</p> |
| <p>3.6 What does the discipline or department review when developing or modifying curriculum?</p> | <p>Direct inter-divisional and intra-divisional communication has been the most effective form of identifying, informing and responding appropriately to curricula changes, while feedback is also considered from the Advisory Council Meeting, as well as DACUM (Developing a Curriculum) workshops. This is done both formally and informally.</p> |
| <p>3.7 When a course has low retention and/or success rates, what is the process to address these issues?</p> | <p>Course assessment reports from faculty and retention/persistence reports etc. from institutional research allow for informed discussions when problems are observed. These discussions and subsequent recommendations are held at division meetings and are centered at the course level.</p> |
| <p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THIS DISCIPLINE.</i></p> | |
| <p>GRIT/MINDSET of students plays a major hurdle in humanities. COLLEGE READINESS is lacking in a vast majority of students.</p> | |

| 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 | Humanities | | | | |
| COURSE TITLE | ART 240 Art and Gender | | | | |
| COURSE DESCRIPTION | This course will examine the expression of the visual arts through gender, history and culture. The study of art and gender is covered to better understand and define the intent and creation of art forms from ancient to contemporary culture. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 36 | 31 | 30 | 39 | 26 |
| <i>CREDIT HOURS PRODUCED</i> | 108 | 93 | 90 | 117 | 78 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 81 | 87 | 87 | 87 | 77 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | F2 907D | F2 907D | F2 907D | F2 907D | F2 907D |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None. | | | | |

Years are Academic (FA, SP, SU). Year 5 does not include summer 2019.

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | Art 250 Understanding Art | | | | |
| COURSE DESCRIPTION | A survey of the visual arts from Ancient to contemporary times, an understanding the major cultural and historical relationships to the art forms. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 182 | 162 | 185 | 218 | 224 |
| <i>CREDIT HOURS PRODUCED</i> | 546 | 486 | 555 | 654 | 672 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 85 | 91 | 90 | 89 | 88 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI F2 900 | IAI F2 900 | IAI F2 900 | IAI F2 900 | IAI F2 900 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|------------|------------|------------|------------|
| COURSE TITLE | ART 260 Art History I | | | | |
| COURSE DESCRIPTION | The primary focus of this course will involve an understanding of the historical developments of the visual arts (painting, sculpture, architecture) from Pre-historic through the Gothic period. Works of art will be examined as expressions of ideas, beliefs and practices of artists, cultures and societies. The relationship between the style, symbolism and function of art; the political, religious and philosophical ideas supporting them; and the ideals of the culture that produced them will also be explored. | | | | |
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| NUMBER OF STUDENTS ENROLLED | 15 | 19 | 20 | 20 | 18 |
| CREDIT HOURS PRODUCED | 45 | 57 | 60 | 60 | 54 |
| SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS | 80 | 100 | 70 | 80 | 72 |
| IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS) | IAI F2 901 | IAI F2 901 | IAI F2 901 | IAI F2 901 | IAI F2 901 |
| HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE. | Students are exhibiting excellent levels of achieving learning outcomes. | | | | |
| WHAT DISAGGREGATED DATA WAS REVIEWED? | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN. | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | ART 261 Art History II | | | | |
| COURSE DESCRIPTION | The study of the historical development of art from Pre-Renaissance through the 21st Century. Beliefs and practices of cultures and societies will be examined. Style and symbolism combined with political, religious and philosophical traits will be explored through art. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 16 | 18 | 18 | 18 | 12 |
| <i>CREDIT HOURS PRODUCED</i> | 48 | 54 | 54 | 54 | 36 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 81 | 89 | 72 | 78 | 92 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI F2 902 | IAI F2 902 | IAI F2 902 | IAI F2 902 | IAI F2 902 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | ENG 110 Manual Comm-Deaf | | | | |
| COURSE DESCRIPTION | Instruction in methods of communication with the deaf through signing. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 85 | 111 | 74 | 80 | 63 |
| <i>CREDIT HOURS PRODUCED</i> | 255 | 333 | 222 | 240 | 189 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 96 | 99 | 99 | 95 | 95 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | None | None | None | None | None |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | ENG 111 Advanced Signing | | | | |
| COURSE DESCRIPTION | A continuation of Manual Communication for the Deaf. Advanced vocabulary and signing. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 77 | 77 | 76 | 44 | 42 |
| <i>CREDIT HOURS PRODUCED</i> | 231 | 231 | 228 | 132 | 126 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 100 | 100 | 97 | 98 | 98 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | None | None | None | None | None |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | ENG 112 Conversational Sign Language | | | | |
| COURSE DESCRIPTION | This course prepares students for signing conversations and stories with a focus on building narrative skills, moving from an informal setting to a more formal presentation by incorporating American Sign Language structure and grammar and exposure to deaf culture. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 0 | 0 | 1 | 4 | 0 |
| <i>CREDIT HOURS PRODUCED</i> | 0 | 0 | 3 | 12 | 0 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 0 | 0 | 100 | 100 | 0 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | None | None | None | None | None |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| | | | | | |
|--|---|---------------|---------------|---------------|---------------|
| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
| COURSE TITLE | ENG 119 Composition I Pathway | | | | |
| COURSE DESCRIPTION | Students will study the writing process by reading essays illustrating a variety of rhetorical strategies, analyzing texts, and writing, revising, and editing short essays. Course is for students who have assessed into developmental English, receiving supplemental instruction for course completion | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 0 | 0 | 0 | 0 | 15 |
| <i>CREDIT HOURS PRODUCED</i> | 0 | 0 | 0 | 0 | 60 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 0 | 0 | 0 | 0 | 100 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI C1 900 | IAI C1 900 | IAI C1 900 | IAI C1 900 | IAI C1 900 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | ENG 120 Composition I | | | | |
| COURSE DESCRIPTION | Students will study the writing process by reading essays that illustrate a variety of rhetorical strategies, analyzing writing tasks and texts, and writing, revising, and editing short essays. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 667 | 629 | 650 | 647 | 595 |
| <i>CREDIT HOURS PRODUCED</i> | 2001 | 1887 | 1950 | 1941 | 1785 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 86 | 90 | 88 | 89 | 87 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI C1 900 | IAI C1 900 | IAI C1 900 | IAI C1 900 | IAI C1 900 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|----------------|----------------|----------------|----------------|
| COURSE TITLE | ENG 121 Composition II | | | | |
| COURSE DESCRIPTION | Students will learn how to find, use, assess and document research sources, producing an extended writing project based primarily on library research. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 519 | 465 | 488 | 528 | 472 |
| <i>CREDIT HOURS PRODUCED</i> | 1557 | 1395 | 1464 | 1584 | 1416 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 87 | 90 | 93 | 90 | 90 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI C1 901R | IAI C1 901R | IAI C1 901R | IAI C1 901R | IAI C1 901R |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

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|--|---|---------------|---------------|---------------|---------------|
| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
| COURSE TITLE | FLG 140 Elem Spanish I | | | | |
| COURSE DESCRIPTION | Fundamentals of Spanish grammar, oral communication, reading and writing and introduction to cultures of various Spanish speaking countries. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 34 | 26 | 31 | 28 | 23 |
| <i>CREDIT HOURS PRODUCED</i> | 102 | 78 | 93 | 84 | 69 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 94 | 69 | 87 | 86 | 100 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | None | None | None | None | None |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

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|--|---|---------------|---------------|---------------|---------------|
| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
| COURSE TITLE | FLG 141 Elem Spanish II | | | | |
| COURSE DESCRIPTION | Continued study of basic grammar, oral communication, reading and writing. Includes cultural aspects of various Spanish speaking countries. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 30 | 17 | 19 | 14 | 17 |
| <i>CREDIT HOURS PRODUCED</i> | 90 | 51 | 57 | 42 | 51 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 90 | 94 | 84 | 93 | 100 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | None | None | None | None | None |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

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|--|---|---------------|---------------|---------------|---------------|
| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
| COURSE TITLE | FLG 240 2nd Year Spanish I | | | | |
| COURSE DESCRIPTION | Will further comprehension of grammar, conversation and composition. Study of Spanish cultures through reading and discussion of selected literary works. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 11 | 9 | 23 | 6 | 10 |
| <i>CREDIT HOURS PRODUCED</i> | 33 | 27 | 69 | 18 | 30 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 100 | 100 | 92 | 83 | 90 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | None | None | None | None | None |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | FLG 241 Second Year Spanish I | | | | |
| COURSE DESCRIPTION | Study of advanced grammar, composition and conversation. Reading and discussion of selected literary works and cultural orientation. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 0 | 0 | 0 | 3 | 3 |
| <i>CREDIT HOURS PRODUCED</i> | 0 | 0 | 0 | 9 | 9 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 0 | 0 | 0 | 100 | 0 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | None | None | None | None | None |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | HUM 120 Myths and Legends | | | | |
| COURSE DESCRIPTION | An introduction to major myths and legends spanning from Ancient Greece to Modern America with an emphasis on how the motifs, archetypes, and themes are consistently revived in popular culture. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 88 | 47 | 37 | 48 | 40 |
| <i>CREDIT HOURS PRODUCED</i> | 264 | 141 | 111 | 144 | 120 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 84 | 94 | 84 | 88 | 95 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI H9 901 | IAI H9 901 | IAI H9 901 | IAI H9 901 | IAI H9 901 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | HUM 150 Humanities through the Arts | | | | |
| COURSE DESCRIPTION | Students will survey the human condition as revealed through the arts, including an examination of painting, sculpture, architecture, literature, drama, film, photography, and music. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 209 | 195 | 202 | 207 | 157 |
| <i>CREDIT HOURS PRODUCED</i> | 627 | 585 | 606 | 621 | 471 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 91 | 91 | 90 | 88 | 88 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI HF 900 | IAI HF 900 | IAI HF 900 | IAI HF 900 | IAI HF 900 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | HUM 181 Introduction to Film Appreciation | | | | |
| COURSE DESCRIPTION | Students will enrich their knowledge of film art and their abilities to critically analyze and evaluate films. By viewing and discussing a variety of films, students will understand film techniques, directorial styles, genres, structure, critical approaches, and cultural influences. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 111 | 112 | 66 | 90 | 115 |
| <i>CREDIT HOURS PRODUCED</i> | 333 | 336 | 198 | 270 | 345 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 91 | 82 | 92 | 86 | 93 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI F2 908 | IAI F2 908 | IAI F2 908 | IAI F2 908 | IAI F2 908 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | LIT 130 Introduction to Literature | | | | |
| COURSE DESCRIPTION | Students will read, examine, and discuss a variety of literary works from different genres as a way to analyze and understand the value, purpose, and components of literature. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 146 | 98 | 94 | 99 | 105 |
| <i>CREDIT HOURS PRODUCED</i> | 438 | 294 | 282 | 297 | 315 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 93 | 93 | 95 | 91 | 91 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI H3 900 | IAI H3 900 | IAI H3 900 | IAI H3 900 | IAI H3 900 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | LIT 147 Introduction to Fiction | | | | |
| COURSE DESCRIPTION | Students will read, discuss, and analyze short stories and novels written by different authors from a variety of time periods as a way of appreciating and understanding the purposes, forms, terms, and critical approaches associated with these two literacy modes. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 39 | 39 | 32 | 32 | 26 |
| <i>CREDIT HOURS PRODUCED</i> | 117 | 117 | 96 | 96 | 78 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 85 | 87 | 94 | 91 | 88 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI H3 901 | IAI H3 901 | IAI H3 901 | IAI H3 901 | IAI H3 901 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | MUS 150 Music in American History & Culture | | | | |
| COURSE DESCRIPTION | A survey of the musical forms and styles in the United States from the music of the early colonists to the popular music of today. Musical forms and styles are considered in their cultural context. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 96 | 106 | 74 | 63 | 73 |
| <i>CREDIT HOURS PRODUCED</i> | 288 | 318 | 222 | 189 | 219 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 95 | 91 | 91 | 95 | 89 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI F1 904 | IAI F1 904 | IAI F1 904 | IAI F1 904 | IAI F1 904 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | MUS 229 Understanding Music | | | | |
| COURSE DESCRIPTION | A survey of the musical forms and styles associated with classical music, focusing on representative musical masterworks and their composers. This music is presented in both a historical and a cultural framework. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 53 | 55 | 58 | 44 | 59 |
| <i>CREDIT HOURS PRODUCED</i> | 159 | 165 | 174 | 132 | 127 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 83 | 84 | 88 | 95 | 95 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI F1 900 | IAI F1 900 | IAI F1 900 | IAI F1 900 | IAI F1 900 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

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|--|---|---------------|---------------|---------------|---------------|
| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
| COURSE TITLE | PHI 232 World Religions | | | | |
| COURSE DESCRIPTION | This course is designed to promote cultural diversity associated with religious practices. It includes a survey of religious systems and examines concepts and theories related to the nature of deities, good and evil, reason and faith, ethics, and afterlife. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 40 | 55 | 50 | 107 | 98 |
| <i>CREDIT HOURS PRODUCED</i> | 120 | 165 | 150 | 321 | 294 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 95 | 87 | 100 | 97 | 95 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI H4 905 | IAI H4 905 | IAI H4 905 | IAI H4 905 | IAI H4 905 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | PHI 270 Introduction to Philosophy | | | | |
| COURSE DESCRIPTION | An introduction to philosophical questioning and reasoning. This course will include an historical survey of western philosophy focusing on the development of specific branches within the field, including epistemology, metaphysics, ethics, philosophy of science, and social/political philosophy. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 21 | 58 | 48 | 41 | 32 |
| <i>CREDIT HOURS PRODUCED</i> | 63 | 174 | 144 | 123 | 96 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 95 | 98 | 92 | 93 | 94 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI H4 900 | IAI H4 900 | IAI H4 900 | IAI H4 900 | IAI H4 900 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | PHI 280 Ethics | | | | |
| COURSE DESCRIPTION | Introduction to issues and theories of ethics. Includes historical survey of major value systems and contemporary issues. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 113 | 180 | 238 | 274 | 237 |
| <i>CREDIT HOURS PRODUCED</i> | 339 | 540 | 714 | 822 | 711 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 92 | 94 | 94 | 96 | 96 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI H4 904 | IAI H4 904 | IAI H4 904 | IAI H4 904 | IAI H4 904 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| ACADEMIC DISCIPLINE AREA | Humanities | | | | |
|--|---|---------------|---------------|---------------|---------------|
| COURSE TITLE | PHI 290 Intro to Logic | | | | |
| COURSE DESCRIPTION | Introduction to formal reasoning, including: language and meaning, deduction and induction, evidence, syllogistic argument and science and hypotheses. | | | | |
| | <i>YEAR 1</i> | <i>YEAR 2</i> | <i>YEAR 3</i> | <i>YEAR 4</i> | <i>YEAR 5</i> |
| <i>NUMBER OF STUDENTS ENROLLED</i> | 46 | 122 | 169 | 213 | 171 |
| <i>CREDIT HOURS PRODUCED</i> | 138 | 366 | 507 | 639 | 513 |
| <i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i> | 96 | 92 | 95 | 90 | 92 |
| <i>IAI STATUS (LIST CODE) OR FORM 13 STATUS (LIST SIGNATURE DATES AND INSTITUTIONS)</i> | IAI H4 906 | IAI H4 906 | IAI H4 906 | IAI H4 906 | IAI H4 906 |
| <i>HOW DOES THE DATA SUPPORT THE COURSE GOALS? ELABORATE.</i> | Students are exhibiting acceptable levels of achieving learning outcomes. | | | | |
| <i>WHAT DISAGGREGATED DATA WAS REVIEWED?</i> | Lake Land College recently installed Tableau software to provide individual student demographic information by course for faculty to review. The College projects to have this up and running for next year's ICCB Program Review process. Currently, the college provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. | | | | |
| <i>WERE THERE IDENTIFIABLE GAPS IN THE DATA? PLEASE EXPLAIN.</i> | None | | | | |

| <i>ACADEMIC COURSE REVIEW RESULTS</i> | |
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| <p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p> | <ol style="list-style-type: none"> 1. Analyze the overall mathematics program data and institutional student data related to mathematics courses. 2. Determine critical gateway courses impacting progress of students. 3. Determine other student related factors correlating or contributing to courses with low success rates. 4. Research into providing success coaches or peer coaches etc. for courses with low success rates. |
| <p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p> | <p>Students reaching college level math have disparate success rates depending on pre-requisite path or specific courses taken. Further nuanced studies are necessary to better understand contributing factors to performance levels. Sharing of data with specific faculty involved would be beneficial in seeking solutions. The college investment in student support and academic analytical tools will be a strong step towards understanding some of these trends to produce actionable steps to mitigate lower success rates.</p> |
| <p>Resources Needed</p> | <p>Investment into college wide analytical software to rapidly study and better understand the student success, trends and progression in a variety of ways.</p> |
| <p>Responsibility Who is responsible for completing or implementing the modifications?</p> | <p>Faculty, Lead Instructor and Division Chair of the Math and Science Division.</p> |

STUDENT AND ACADEMIC SUPPORT SERVICES

| Student and Academic Support Services | |
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| 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. | |
| College Name: | Lake Land College |
| Academic Years Reviewed: | 2014-2019 |
| Review Area: | Accommodations |
| <p>Program Summary Please provide a brief overview of the program or service being evaluated.</p> | Lake Land college employs a counselor/coordinator of Student Accommodations to provide student accommodations for students with a variety of disabilities. Disabilities may include visual, auditory, speech, psychological, physical, health or learning. |
| <p>Prior Review Update Describe any improvements or modifications made since the last review.</p> | The Office of Student Accommodations has made improved efforts to reach out to our area high schools and special education co-operatives to host campus visits for students receiving special education services and/or visit the high schools. We have also started hosting parent nights twice a year through the area special education co-operative. All of this is an intentional effort to get information to future students so that they can begin to plan their transition to higher education appropriately and can make informed decisions regarding modifications/accommodations they choose to use at high school as compared to what they will receive in college. |
| <p>What are the program/service strengths?</p> | The strengths of the Office of Student Accommodations is the ability to network and collaborate with all area stakeholders and college personnel for the betterment of the students receiving accommodations. This includes high schools, rehabilitation services, special education co-operatives and transfer schools. |
| <p>Based on the review, what are the identified challenges of the program or service?</p> | The Office of Student Accommodations would like to transition to an online format for applying and submitting documentation for services. Currently, this is all compiled in-person and paper files are stored. While there would still be an in-person meeting to work through the approval process with the students, this option would streamline the application and file retention process and system. |

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| <p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p> | <p>To utilize the college's process for requesting a technical project and work through the needs and steps with the IT team.</p> |
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| 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. | |
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| College Name: | Lake Land College |
| Academic Years Reviewed: | 2016-2020 |
| Review Area: | Counseling and Advising |
| <p>Program Summary Please provide a brief overview of the program or service being evaluated.</p> | <p>The mission of counseling services is to promote student development theory and practice. Counselors provide free and confidential assistance with educational and career development, crisis intervention and referral, Lake Land College degrees and transfer requirements and strategies to enhance life and academic skills. The counseling services team consists of seven full-time academic counselors, one full-time administrative support position, one part-time student services professional and one graduate assistant.</p> <p>The roles of each team member in counseling services are organized to provide maximum support for the overall goals of the college. Each counselor is responsible for program development in a specific area of student/campus support: judicial affairs advisement/behavioral intervention, success courses, advisement of athletes and international students, retention initiatives, orientation programs, student accommodations (for students with a documented disability) and academic advising coordination/initiatives. Counselors provide leadership in their assigned focus area, collaborating with colleagues to identify and implement policies and practices that are related to their focus with the goal of promoting student success. Additionally, a counselor is assigned to each academic division on campus to facilitate the sharing of curricular, transfer and other information that impacts student advising. All counselors serve on, and sometimes chair, campus committees to represent the student services division and to contribute a student development perspective to the work of the College. All counselors advise new degree-seeking students through the mandatory new student orientation program and have an assigned academic counseling load each semester. Counselors also advise all new transfer students, readmitting students and students on academic probation, suspension and dismissal.</p> |

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| <p>Prior Review Update Describe any improvements or modifications made since the last review.</p> | <p>Since Counseling Services last submitted a program report, the department has developed its retention, advising, and support programs in a variety of ways.</p> <ul style="list-style-type: none"> • Assumed the coordination of transfer coordination, including oversight of IAI submission and compliance, for the College. • Assumed leadership of a Retention/Persistence/Completion taskforce under the position of the Counselor/Coordinator of Retention. • Updated accommodations policies to comply with new regulations and guidelines. • Audited and revised success courses – SFS101, 102, 103 – to better meet the needs of students and the institution. • Implemented a policy whereby athletes must obtain permission from the Counselor/Advisor to Athletes to withdraw from classes as a means of helping students identify strategies to stay enrolled and maintain eligibility. • Implemented a process for surveying students and advisors regarding the advising process and using survey results to strengthen advising through initiatives developed by the Advising Committee. • Expanded Master Advisor Training (MAT) to include additional topics as requested from advisors. • Identified office space and adopted a process to provide students with the opportunity to meet with university transfer advisors – particularly EIU – for advising appointments. • Implemented Student Planning for advisement, registration and educational planning through program completion. • Developed and implemented online orientation utilizing only in-house resources. • Designed standardized “HUB Sessions” for post-advisement registration and developed related online resources for use when in-person sessions are not feasible. |
| <p>What are the program/service strengths?</p> | <p>The prevalent strength of Counseling Services and the advising process at Lake Land College is its commitment to and adaptability toward fulfilling the counseling services mission in an ever-changing higher education landscape. The department’s success is supported by long-standing best practices in advising, the integration of counseling services professionals in many aspects of the work of the College through committee membership and specialized working groups, the College’s commitment to ensuring that appropriately-trained professional staff are tasked with the oversight and coordination of counseling and advising activities.</p> |

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| <p>Based on the review, what are the identified challenges of the program or service?</p> | <p>Counseling Services staff are responsible for a wide variety of activities that over time could strain the focus on academic counseling and advising. Although the department's nimble nature has allowed it to balance many responsibilities, special attention must be paid to ensuring that a focus on advising is not diluted in the effort to respond to emerging trends in technology, mental health, and other areas.</p> |
| <p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p> | <ul style="list-style-type: none"> • Move toward reassigning/narrowing responsibilities that have been assumed by Academic Counseling over time, such as <ul style="list-style-type: none"> ○ Student services institutional assessment ○ Mental health response beyond assessment and referral ○ Development of technical documentation and instructional materials for registration when technologies are updated or adopted ○ Transfer coordination/IAI coordination |

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.

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| College Name: | Lake Land College |
| Academic Years Reviewed: | 2017 - 2020 |
| Review Area: | Academic Support - Library Services |
| <p>Program Summary Please provide a brief overview of the program or service being evaluated.</p> | <p>Library Services is primarily concerned with providing students with information resources in a variety of forms to support the academic and technical programs of the College. In addition to this function, Library Services works with faculty and departments to provide instruction in the selection and recognition of appropriate and reliable sources of information.</p> <p>Staffing: Library Services consists of 2 faculty Librarians (1 serves as Director with managerial responsibilities), 3 full-time paraprofessional (2 in circulation, 1 in technical services), and 5 part-time employees (4 in circulation, 1 in technical services).</p> <p>Primary Services:</p> <ul style="list-style-type: none"> • Library Instruction: The primary goal of the Library Instruction program is to help students successfully acquire and apply information to meet the assignments of their instructors. In collaboration with teaching faculty, this is accomplished through face-to-face instructions sessions, supplemented by online research modules which can be utilized by faculty to reinforce the skills taught in the FTF sessions – finding, retrieving, assessing, and using information appropriately. • Research and Reference Assistance: These services help students in a one-on-one setting to answer specific questions about how to use library resources, developing a research strategy to meet the need of an assignment. This also includes consultations with instructors to inform them about library resources to support their classes. Services may be provided in person, over the phone, or |

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| | <p>electronically.</p> <ul style="list-style-type: none"> • Circulation: This area of the library is primarily responsible for helping students identify, locate, and borrow materials for both academic and personal use. This area is also responsible for stack maintenance, and manages both instructor reserve materials and borrowing and lending resources inside and outside our regional library system; • Interlibrary Loan: This service is responsible for helping students obtain access to materials not available through the library’s local resources, and for fulfilling requests for these resources from other libraries both inside and outside the state. • Basic Software and Computer Assistance: This is not an official duty, the staff are frequently called up to provide basic assistance to students and other users in utilizing Office applications on the computers in both the Instructional lab and on the workstations located around the center of the Library. Staff are also frequently asked to help students with assistance in accessing the Learning Management System and in the course registration process. |
| <p>Prior Review Update Describe any improvements or modifications made since the last review.</p> | <p>The last formal review of library resources and services took place in FY 2016. However, the library conducts separate annual reviews of library resources and services from the faculty and staff and from Lake Land students as well. These reviews are designed to help us identify strengths and weaknesses in library holdings and service offerings, and to try to make adjustments in areas where review responses suggest that they would be appropriate.</p> <p>For example, the last (2016) review identified the growing enrollment in dual-credit classes taught in our district high schools as a strategic priority, and while we were already providing some support to them, we determined to step up our efforts to offer on-site visits</p> |

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| | <p>– both sending our Instructional Services Librarian to High Schools, and supporting their visits to Lake Land. As part of the same process, we are stepping up our outreach to those instructors to make our electronic resources more accessible to them.</p> <ul style="list-style-type: none"> • Other modifications: <ul style="list-style-type: none"> * Realignment of budgetary outlays to prioritize resources that were identified as most used, and to reduce expenditures on lesser-utilized materials; * Reduction of operating hours to reflect the hours that were most in-demand by students (which also permitted better utilization of FT staff during those hours; * Increased activity to evaluate the print collection and remove older materials that were out-of-date and no longer being used to increase the visibility of newer materials; * Online resources have been evaluated more thoroughly, resulting in a number of services being dropped in favor of new offerings in curricular areas that were underrepresented; * Working with our campus Perkins program staff to identify a resource that would benefit one of our CTE programs and partnered with Perkins to fund the first year of a subscription to this, which allowed us to promote the product to classes and students and have a more meaningful assessment of the value of the resource to the program [the Library will now fund future subscription terms] |
| <p>What are the program/service strengths?</p> | <p>Based on both the 2016 review and the annual reviews, the Library’s program strengths are as follows:</p> <ul style="list-style-type: none"> • High degree of satisfaction with customer service orientation of staff, including friendliness, helpfulness, and approachability; • High satisfaction with the quality of resources offered; • High degree of awareness of library service offerings; • High degree of satisfaction with the library as a good place to study. |

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| <p>Based on the review, what are the identified challenges of the program or service?</p> | <p>Based on both the 2016 review and the annual reviews, the Library’s program challenges are as follows:</p> <ul style="list-style-type: none"> • Physical limitations of the library’s building, including lighting issues in study areas and problems with WiFi reception in certain parts of the building; • Aging and uncomfortable furniture, especially tables and chair seating; • Lack of services to support student technology needs, especially Wi-Fi-enabled printing, multi-media creation capabilities, and circulating technology like notebook computers; • Nearly 80% of faculty from other academic departments do not utilize library instruction services |
| <p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p> | <p>The Library staff will be proposing a number of activities to try to address some of the issues raised by challenges identified in our review processes:</p> <ul style="list-style-type: none"> • The Director will be working with the College’s Physical plant staff to try to identify appropriate lighting that could be placed into some of the areas that are poorly lit at present; additionally, a recommendation will be submitted through the budget process for the replacement of the existing study tables and chairs through most of the Library; • Another request will be submitted through the Information Systems and Services department to add wireless printing capability in the Learning Resources Center building; • Library staff will investigate the possibility of renovation of one of the two large group study rooms into a media creation location that would be available to faculty and students; • As part of the process of reviewing library staffing needs due to the retirement of the current Director of Library Services, the position is being restructured. The supervisory and managerial functions will be performed as an additional duty stipend by one of the two Librarians, who will share a common job description otherwise. This will permit additional time to be focused on instructional |

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| | <p>and outreach services to the various areas of need both on and off-campus.</p> <ul style="list-style-type: none">• Annual reviews of faculty/staff and students are now a standard activity, to maintain the opportunity to get feedback on our performance and to identify future opportunities for changes in services and activities. |
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CROSS-DISCIPLINARY INSTRUCTION

| Adult Education and English as A Second Language | |
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| College Name: | Lake Land College |
| Academic Years Reviewed: | 2017-2021 |
| Review Summary | |
| <p>Program Objectives What are the objectives or goals of the program? Please also identify goals that may vary for bridge or integrated education and training (IET) programs?</p> | <p>The goal of Lake Land College Adult Education and English as a Second Language courses is to elevate the student to the next level. Providing educational opportunities to assist a student as they on-ramp to higher education or the workforce. In addition, Bridge and IET programs assist student with a workforce skill, while providing a solid foundation to enter the workforce with enhanced skills.</p> |
| <p>To what extent are these objectives or goals being achieved?</p> | <p>Students in our Adult Education program are successfully passing the HSE testing. Bridge course work provides a framework for student to understand careers and what employers are seeking in an employee. IET course work provides contextualize reading and math skills alongside skill development. The students take part in facility tours and job seeking activities to deliver employers accomplished student completers. Student complete resumes and interview while in the program, to ensure employment upon completion. English as a Second Language students are challenged to communicate in many formats in the classroom preparing the students to the outside world.</p> |
| <p>How does this program contribute to other fields and the mission of the college?</p> | <p>The college's mission statement is-Lake Land College creates and continuously improves an affordable, accessible and effective learning environment for the lifelong educational needs of the diverse communities we serve. As adult education, we offer our day and evening HSE course with classes held in eight locations, and ESL classes in three locations throughout the district. This affords students, with a variety of barriers, to education with the opportunity to achieve their goals. We offer affordable education as our classroom materials, consumables, instructors and advisors are all paid with grant funds with no cost to the students.</p> |

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| <p>How is the college working to help students transition into postsecondary education?</p> | <p>Adult Education has a Transition Specialist to support students with college applications and processes. The Community Outreach Coordinator visits all classrooms multiple times during each semester. She assists with college visits to ensure students are aware of the opportunities at Lake Land College but also to help the student feel more comfortable on the college campus.</p> |
| <p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p> | <p>Adult Education hired a Transition Specialist. This person works to help students transition out of Adult Education or ESL classes into the next chapter. The Transition Specialist makes referrals to other WIOA and community-based programs. The assistance delivered allows the student to gain the knowledge needed to perform the task and search for services and assistance after completion of the program.</p> |
| <p>Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p> | |
| <p>Indicator 1: Need</p> | <p>Response</p> |
| <p>1.1 How does the college determine need for Adult Education services and programming?</p> | <p>The college is aware of the need based upon data from our district. We serve diverse, rural communities needing adult education services and programming. Adult Education continue to work with CTE programs to develop new programming in the ICAPS model. The college meets with local community organization and leaders to determine the need to more isolated and rural areas, working to serve the whole district and not just the larger communities.</p> |
| <p>1.2 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.</p> | <p>Adult Education works in collaboration with educational, community and WIOA partners to align offering to meet the needs of students. Attending meeting with community and educational leaders to hear the needs and work together to provide services to community members. This can be as simple as moving a low attendance classroom to a new community location or to a new community to best serve members of each community. The key is asking the questions, listening to the answers, and working in cooperation to support students and community members.</p> |

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| <p>1.3 How will students be informed or recruited for this program?</p> | <p>Student are recruited by Public Service Announcements, flyers, social media, WIOA partners and word of mouth. Students receive phone calls, emails and text message from advisors and instructors to encourage attendance at orientations and in person classes. We offer on site orientations each semester and regional orientation each month. Student have multiple entry points thought the school year.</p> |
| <p>1.4 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.</p> | <p>Enrollment number over the past three years have been dropping. This is the biggest reason we are moving from fixed to open enrollment in FY 2021. Allowing students additional entry points thought the school year. From FY 17 to FY 19 our program has experienced a decrease of 85 unduplicated students. To date, FY 20 is seeing an even larger decrease of 91 students due to canceling CTE trainings. With the COVID-19 situation, the projection of future enrollment is difficult. We will be offering an additional ICAPS program and ICAPS programming offered at an additional rural location in the east central part of the college district. We are working to provide additional online offerings to sustain students during future semesters.</p> |
| <p>Indicator 2: Cost Effectiveness</p> | <p>Response</p> |
| <p>2.1 What are the costs associated with this program?</p> | <p>The budget for Adult Education programming has reached just over \$500,000 for FY 20. The cost including direct instruction, consumables, workbooks, student service, professional development, travel and other staff salaries.</p> |
| <p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)? If applicable, how is the college supporting the training portion of an IET for adult education students?</p> | <p>Lake Land College relies on the Adult Education grant to provide serves to community members without an HSE or enrolled in ESL courses. The college does offer in-kind services at no charge to the grant including admission and records, career services, information technology and accounting services. IET offerings including Basic Welding and Basic Nursing Assistant. The college offers support with curriculum development and professional development from other instructors in the field. IET programs use college lab settings to complete required coursework and skill development.</p> |

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| <p>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.</p> | <p>There is not a sustainability plan in place.</p> |
| <p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p> | <p>The offering of curricula most cost-effectively involves the share of resources and materials. Working with other educational, community and WIOA partners to share testing times, locations, intake processes, and referrals. Sharing lab space with local high schools including equipment purchase by Perkins affording K-12 and high education the opportunity to use the same resource to serve multiple student populations. Providing testing materials and locations to assist other title partners with small or individualize testing times coinciding with Adult Education times.</p> |
| <p>2.5 Are there needs for additional resources? If so, what are they?</p> | <p>A WIOA statewide referral program, approved by all title partners. Allowing students/clients the ability to fill our one application, then making it available to all title partners. This process has the potential to remove stress from the student/client and allow partners to reach out to student/clients to offer additional needed services.</p> |
| <p>Indicator 3: Quality</p> | <p>Response</p> |
| <p>3.1 What are the program's strengths?</p> | <p>The program strengths are experienced instructors and support offered. All Adult Education instructors are part-time and have been or are still teaching or working within K-12 education. Providing a support system to student that would be difficult to replicate. Our program has two Advisors and a Transition Specialist, providing support toward recruitment, retention, persistence and completion of the individual goals. In addition, the setting of goals upon completion with resume and interview support.</p> |

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| <p>3.2 What are the identified or potential weaknesses of the program?</p> | <p>The program weaknesses include large demographic area and remote learning possibilities. The large demographic area makes it difficult for students to access transportation from the most rural areas. We continue to look for new opportunity to address the challenges and barriers students share with our advisors. Next, remote learning has been a bit of a stumbling block for us. We continue to develop new resources and materials to support students in an online or paper packet learning environment. This summer will be devoted to researching and finding proven online learning platforms for adult HSE students.</p> |
| <p>3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?</p> | <p>The Vice President of Workforce Development and Community Education and The Director of Adult and Alternative Education ensure the Illinois Content Standards are adhered to. Course outlines and syllabuses are followed and updated when needed.</p> |

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| <p>3.4 How does this program fit within the definition of a career pathway program? Please describe each applicable career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements.</p> | <p>(a) Adult Education, WIOA Title II partner, works to fulfill the objective of the WIOA Regional plan. This includes, but not limited to, attendance at monthly WIOA Business Service Team meeting to address local employment needs and matching services with employers. Under the Perkins program, college CTE programs host advisory committee meeting to enhance programs and meeting employer expectations.</p> <p>(b) Students are given the opportunity to tour local healthcare and manufacturing sector employers to better understand careers in both areas. Underrepresented students are often sheltered from opportunities because of simply not understanding. Tours provide increased awareness and interpersonal relationship building to lead students into high-skilled and high-wage position in our small communities. IET programs offer the future attainment of another stackable credentials. Both Basic Welding and Basic Nursing Assistant are career pathways to high-demand careers in south central Illinois. Offering the student an additional entry point back into higher education.</p> <p>(c) The Transition Specialist works with the college student services division offices to assist students with career exploring, academic advising, and other supportive services students need to continue their educational pathway. The key is setting a range of goals with the students and help to remove barriers, but not only remove the barrier but teaching the student to remove the barriers for themselves. The services needed by students are not only in education but in the community. Continue collaboration and with community and social services agencies including WIOA boards and partners to find additional opportunities for funding, transportation, childcare and other barriers to higher educations.</p> <p>(d) The IET programs offer contextualized learning in the subject areas of math and reading. The student will have a classroom instructor that is proficient in the skill or subject area and an adult education support person to offer additional academic support including study tips, breakdown problems, basic English grammar and punctuation, and any other deficient basic skill. Delivering the skills in a</p> |
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| | <p>contextual learning platform demonstrates workforce preparation.</p> <p>(e) IET programs are offered at district high school including, Sullivan, Shelbyville, Effingham and new this fall, Kansas. We have offered programming in Pana and Marshall. The schedule in our IET classrooms including evening classes and in a time frame shorter than the full semester offerings at the college. We require students to attending four nights per week and four hours per night. Students are not only learning a workforce skill but gaining the math and reading levels needed to pass the HSE.</p> <p>(f) Continued partnership and collaboration with WIOA partners to assist student with goal setting and attainment of a postsecondary credential. Not all students are interested in continuing into postsecondary at this time, however providing the resources for further goals is as important as current enrollment. Continual cooperation with all community partners to help students/client reach their future goals.</p> <p>(g) Student tour of local facilities assist students with career exploration and new innovative ideas in regard to future employment. Underrepresented students are unaware of employment opportunities outside of their small world. Opening the door to a new employer or career can provide a student with new aspiration. The student population comes from a truly diverse background often limiting their scope. The ability to introduce new career pathways can be live changing. The Center for Business and Industry also offers the ability for student to continue their education to gain an industry recognized credential to gain immediate employment such as a Commercial Drivers License.</p> |
| <p>3.5 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?</p> | <p>In GED and ESL we are now using online instruction including Burlington English and Zoom class meetings. GED classrooms also use team teaching and tutoring times for students needing extra assistants to master and learning objective. The IET programs provide team teaching and flexible scheduling for lab times to assist students around family/work/school balance.</p> |

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| <p>3.6 What innovation has been implemented or brought to this program?</p> | <p>We continue to introduce more technology to the classrooms, to make student more comfortable with the use of updated technology. This includes additional online resources such as readers press, cK12, Burlington English, canvas and Zoom classroom time.</p> |
| <p>3.7 To what extent is the program integrated with other instructional programs and services?</p> | <p>The integration of adult education into other instructional programs and services is a continued struggle. Our physical location is not on the main campus and we are forgotten within some communication channels. The Vice President of Workforce Development and Community Education continue to spread the word of our programs and services. The program director attends all staff meetings and continues to share information about the programs and services offered. We have developed a great relationship with Technology and Allied Health division as we offer CTE programs in the division. The expansion of CTE programming to other division is desired, however has internal barriers to overcome.</p> |
| <p>3.8 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p> | <p>Partnership with WIOA partners continue to provide additional programs and services for students. County probation and parole office are referring students alongside SNAP and DRS offices. Working closely with new K-12 partners provides skills building in small more rural communities in our community college district. Kansas CUSD#3 is our newest partnership, we will be offering Basic Welding Certificate to Adult Education student with equipment purchase with Perkins dollars in a K-12 welding lab. The ability to braid funding streams allows for multiple students to use the equipment to build employability skills.</p> |
| <p>3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?</p> | <p>ICCB supports our Adult Education with numerous professional development activities for the director, instructors, advisors and transition specialist. In addition, conferences are held in the central Illinois area to allow adult education director and staff the ability to meet face to face and learn about other programs and offerings. The WIOA One Stop Operator provides cross training among core and required partners, ensure front line staff have the most up to date information to share with students.</p> |

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| <p>3.10 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.</p> | <p>During FY 19, measure #3: Earning a GED or Secondary Credential was 31.33% up from the previous years at 18.37% and 11.9% respectively. For FY 20, measure #3 is at 28.24% with the potential for this number to rise significantly. During FY 19, we became making foundation fund available for student needing assistance paying for GED testing. Our WIOA Title 1 partner began offering incentive for students to attend class and successful complete sections of the GED. The financial barriers for students are substantial and with removal of just one barrier the increase was dramatic.</p> |
| <p>3.11 Are students completing the program and advancing to further postsecondary education? Please explain.</p> | <p>Lake Land College Adult Education students struggle moving from HSE courses to postsecondary education. The Community Outreach Coordinator is available at multiple points throughout the semester to provide general college information or complete the college application including financial aid assistance. Spring semester of 2020 we introduced the Transition Specialist, this role will add a much-needed layer of support services to the student amenities.</p> |
| <p>3.12 Provide the college's goals and action steps to advance postsecondary education attainment for adult education students over the next 5 years (e.g. Integrated Education and Training (IET), Bridge, technology skills, Workforce Preparation Skills, College and Career Readiness activities, etc).</p> | <p>The Adult Education program will continue to develop and seek out new partners. For the IET courses, we are exploring Manufacturing Skills to be offered in Mattoon with expansion into other small communities in which high school have the needed equipment. Bridge coursework will continue to be offered in conjunction with HSE/GED courses. Offering students an opportunity to learn more about local employers and career exploration. The introduction and exposure to technology will expand the basic skill set of all adult education students. In addition, assisting the student to learn how to use their smart phone as a learning tool. The Transition Specialist has prepared multiple templates and learning tools to provide students with soft skills employers are desiring in applicant. The continued partnership with career services as they transition to a new career exploration and development software. Lastly, the continued collaboration with college office to ease students into a high demand career pathway.</p> |

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| <p>3.13 How is the college meeting established performance measures (NRS Guidelines)?</p> | <p>The college is meeting the established performance measures. The NRS Core Performance Measure for FY 2020 is 47.69%. During the FY 2019, the NRS Core Performance Measure was 52.65%. Increased percentage of students earning a GED or secondary credential from 31% to 40% over the next three fiscal years (FY21-FY23)</p> |
| <p>List any barriers encountered while implementing the program.</p> | |
| <ol style="list-style-type: none"> 1. COVID-19 has proven to be exceedingly difficult for our students and staff. We are working to overcome the barriers, however the digital divide comes increasingly apparent. 2. Classroom space, with internet access, is a concern for our Charleston location. 3. Recruitment of student pre COVID-19 has caused some issues. We are unsure of when returning to the in person learning will become a reality. 4. Budgetary concerns linger, the unknowing of future funding is a concern. 5. Student completion rates are falling post-testing and HSE testing is on hold indefinitely. 6. ESL students are not achieving the post test scores as often as GED students. | |
| <p style="text-align: center;">Review Results</p> | |
| <p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p> | <p>The Lake Land College Adult Education remains committed to growth and progress. The program serves a diverse population with a variety of services in nine communities in the college district. The underrepresented populations will continue to receive HSE, IET and ESL services, finding success for the student.</p> |
| <p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p> | <ol style="list-style-type: none"> 1. Increased remote learning opportunities for all course offerings, to move students into the new digital age. 2. Enhancing bridge courses with more career exploration and job and career readiness. 3. Increased offerings of IET/CTE programming including Manufacturing Skills. 4. Working with educational and community partners to assist students in overcoming barriers to education and the workforce. 5. Increased enrollment, retention, persistence and completion for adult education student. 6. Implementation of Burlington English in ESL classes to increase post test scores. |

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| Resources Needed | <ol style="list-style-type: none">1. Increased funding support from the college to assist students with the transition to post-secondary education.2. Additional Information Technology support as we ramp up the online learning.3. College personnel willing to support and mentor adult education students as they transition to postsecondary education.4. WIOA approved referral system supported by all area core partners.5. Increased number of approved online learning platforms for ASE level students. |
| Responsibility Who is responsible for completing or implementing the modifications? | All adult education staff will be working toward reaching the new goals. |

PRIOR REVIEW SUPPLEMENTAL INFORMATION

Not Applicable

OTHER ATTACHMENTS AS NECESSARY

None