LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2022

Program Review Cover Page	
College	Lake Land College
District Number	51701
Contact Person (name, title, contact information)	Lisa Madlem Director of Assessment & Program Review 217-234-5088 lmadlem@lakelandcollege.edu
Fiscal Year Reviewed:	2022
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
Career and Technical Education	4-439
AAS.MAP Medial Assisting (AHD MAP)	
CRT. MAP Medical Assisting Program (AHD MAPC)	
CRT. MT Massage Therapy (AHD 965)	
AAS.PTA Physical Therapy (AHD 087)	
AAS.ITAPS IT-Computer Applications (BUS ITAP)	
CRT.ITAPS IT-Computer Applications (BUS ITCA)	
NDP.CMPAP IT Computer Application Specialist (BUS 911)	
AAS.ITNET_IT-Network Administration (BUS 097)	
CRT.ITDMS_IT-Digital Media Specialist (BUS ITDC)	
CRT.ITNET_IT-Network Administration (BUS 997)	
CRT.DPGD_Desktop Publishing (BUS 928)	
AAS.DPGD_IT-Graphic Design (BUS 028)	
AAS.HIMC_Medical Coding & Health Information (BUS HIMC)	
CRT.MCS_Medical Coding Specialist (BUS MCS)	
CRT.MDTRN_Medical Transcriptionist (BUS 941)	
AAS.ITPRO_IT-Programming (BUS ITPR)	
CRT.ITPRO IT-Programming (BUS ITPC)	
AAS.ITWEB_IT-Web Design (BUS ITWC)	
CRT.ITWEB_IT-Web Design (BUS ITWT)	
AAS.RTV_Broadcast Communication (HUM 091)	
CRT.RBRD Radio Broadcasting (HUM 973)	
CRT.RTVAN Broadcast Announcing (HUM 993)	
NDP.TVFS_TV Field/Studio Production (HUM 976)	
NDP.GIS Geospatial Technology (MSD GIS)	
AAS.LE_Law Enforcement (SSE LE)	

CAREER AND TECHNICAL EDUCATION

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
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
Medical Assisting Program, (AAS.MAP)	AAS	60	51.0801	CRT.MAP
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Catalog Description: Medical Assistants are health professionals specifically trained to work in medical offices. These multi-skilled personnel perform administrative and clinical duties. Duties may include but are not limited to: billing and coding, maintaining medical records, completing basic clinical assessments, recording vital signs, preparing patients for examination, collecting blood specimens, performing basic laboratory tests, preparing and administering medications and assisting physicians with treatment and/or minor procedures. Program Learning Outcomes 1. Demonstrate effective communication within the inter-professional healthcare team, patients, and family members of diverse populations. 2. Practice as an ethical, professional Medical Assistant while integrating organizational, professional, and national protocols and standards. 3. Integrate technology and informatics into safe patient-centered care. 4. Utilize cumulative healthcare knowledge and clinical judgment to assist the provider in caring for patients. 5. Prioritize skills consistent with evidence based practice and an understanding of patient risks.			

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	MAP retention rates have been consistently over 85%. There has been a 100% pass rate for students taking the Certification exam at the end of the program. So this means every single student who has taken the Certification exam has passed on their first attempt.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	This is the first time this program is being reviewed.
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.	Erin Swingler, Division Chair for Allied Health Programs Molly Yeske, Director for Medical Assisting Programs Kathleen Daugherty, Business Instructor, Program Coordinator, Office-Professional Medical Kristi Warman, Adjunct Instructor for MAP Hilary Donley, Allied Health Specialist Lisa Madlem, Director of Assessment and Program Review Lynn Breer, Director of Institutional Research and Reporting Lisa Cole, Director of Data Analytics
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.	Admissions and Records, student support Counseling Services, student support Financial Aid, student support Perkins Program, student support TRIO, student support Library Services, student support Tutoring and Testing Center, student support Student Accommodations, student support Sarah Bush Lincoln, clinical partner Hospital Sisters Health System, clinical partner Carle, clinical partner MAP Advisory Council
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	

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.	Placement scores are analyzed as part of program review. Degree seeking students are required to take the Lake Land College basic assessment battery for placement purposes. Students are required to meet a satisfactory score in 2 of the 3 following categories: English, Reading, and Math. Students who fail to meet this requirement may take additional coursework to meet this requirement. The MAP is a special admission program. Interested students should submit an intent to enroll, select "AAS.MAP.TRK". Applications are due April 1 for Fall Admission. Students are also instructed to submit high school and college transcripts to the Admissions and Records Office. After admission to the program students must pass a background check, physical exam, proof of immunization, CPR, and drug screen. Students who are currently licensed as a Certified Nurses Aid (CAN), should submit documentation to support this for consideration into MAP.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The AAS.MAP does not exceed 60 hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Medical Assistants are currently in high demand in both local and regional labor markets. It is projected that there will be 2,910 job openings annually in the state of IL between years 2018-2028. It is further projected that there will be approximately 104,400 job openings for Medical Assistants across the country during the years 2020-2030. ONETonline: https://www.onetonline.org
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the past 5 years there has been increased demand for Medical Assistants and there is bright outlook projected over the next 5 years. Employment trends are projecting growth of 8% in the state of IL and 18% across the United States.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Labor market information is reviewed yearly from the following sources: ONETonline: https://www.onetonline.org IDES http:ides.illinois.gov/resources/labor-market-information/employment-projections.html.

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?)	Lake Land College offers multiple student recruitment initiatives. Laker Visit Days occur twice during the Fall and Spring semester and once during the Summer semester. Career Day visits are scheduled annually and occur in the month of October. Students are additionally recruited through various Marketing initiatives which include updated program fliers, publications, U tube videos, Facebook posts, radio ads, student testimonials, information posted on the Lake Land College website/webpage, and CI living TV segment. The cost to market MAP through these mechanisms was approximately $3,992. Analysis of these marketing initiatives yielded the following information: 1. There was approximately 86 tractable actions taken. 2. 78 students applied to MAP, approximately 20 did not meet program requirements, and 1 exceeded program requirements. 3. 57 students were accepted into MAP 4. 33 students registered for MAP
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic leadership at Lake Land College demonstrates strong support for MAP. Program needs are communicated from the Director of MAP to the Division Chair for Allied Health Programs. These needs are then communicated, from the Division Chair, to the appropriate Vice President Office for consideration of the request. Curriculum change requests are made by the Director of MAP in consultation with the Division Chair for Allied Health programs and are brought before the Curriculum Committee. The Committee meets monthly to review proposed curriculum changes. Approved curriculum changes must then be approved through Illinois Community College Board, ICCB. ICCB will then communicate their recommendation on the proposed change via email to Rebecca Earp, Administrative Assistant to the Vice President of Academic and Student Services.
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.	Lake Land College has a strong industry partnership with Sarah Bush Lincoln. During the Spring 2022 semester, Sarah Bush Lincoln requested a second cohort to meet the increasing demand of MAP's at their organization. Lake Land College also introduced Hybrid modality to meet the needs of those students who can only attend class during evening hours.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-*	Response

effectiveness: *https://www.iccb.org/academic_affairs/program-review/)*	
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Lake Land College participates in Program Improvement Enhancement, (PIE) to assess cost effectiveness of MAP. Lake Land College uses a score sheet to place academic programs into 1 of 3 categories: Red, Green, and Yellow. Red ratings indicate that the program is not meeting the minimum criteria in at least 6 categories. Yellow indicates that the percent change over the 5 year average and reporting year ranges between -1% and -20%. Green indicates that the minimum criteria has been met. The 2021 Medical Assisting PIE Score card rates MAP as "good" status. A "good" status is defined as meeting the minimum criteria in at least 7 categories. Further analysis of the PIE Score Cards over the reporting period reveal MAP cost recovery has been in a surplus. Annual enrollment, course fill, and course retention exceeds Lake Land College established goals. Lake Land College strives to keep MAP class sizes less than 24 to provide students more individualized attention and meet their diverse learning needs. Prior to COVID there was an increase in enrollment trends within the MAP, however, during the pandemic a decrease in enrollment was identified. Tuition rates are set by the Board of Trustees on a yearly basis typically at the March Board meeting. Tuition is determined by the student's legal residence. Students who reside within Lake Land College District #517 are charged in-district tuition cost. Lake Land College is very proud to offer students discounted tuition rates for Summer 2022, Fall 2022, and Spring 2023. During these terms the tuition rate will be $100 per credit hour. Preceding FY Tuition Rates are as follows: FY 2018: $105.50/credit hour FY 2019: $105.50/credit hour FY 2020: $110.50/credit hour FY 2021: $110.50/credit hour In addition to routine College fees, MAP courses are assigned an additional course fee to off-set cost associated with supplies needed to provide course work. Level 1 course fee is $25, Level 2 course fee is $50, Level 3 course fee is $75, and Level 4 course fee is at least $76. The

	majority of MAP courses are assigned a level 4. Program costs are also off set by funding through The Department of Education, Perkins Grant. The MAP Director submits written requests for educational supplies or equipment to Emily Ramage, Dean of Academic Operations. The Vice President for Academic Services sets the minimum course size for all classes prior to the start of the term. The majority of MAP courses meet this benchmark. Those that do not may still be taught, but the instructor will be paid based off a pro-rated amount. Lake Land College is staffed with Academic Schedulers who assist in the scheduling of course offerings to meet student needs. Schedules are reviewed multiple times to ensure for accuracy before live schedules become available to students. During the Spring 2022 semester, Academic Schedulers began meeting with Division Chairs to review the Schedule Building Process and to discuss any potential improvement to this procedure.
2.2 What are the findings of the cost-effectiveness analysis?	Findings of the cost-effectiveness analysis indicates that MAP courses reflect a surplus in cost recovery.
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? Please explain.	Perkins Federal Funding aims to improve career and technical educational programs to post-secondary students. MAP classes have benefitted from this grant funding through continuing education of staff and faculty and updating supplies and equipment. Since 2020 Perkins has funded MAP with approximately $24,000 for Professional Development and Instructional Supplies. Additional annual funding from the MAP budget may also offset cost. Madge Shoot, Comptroller for Lake Land College, sends the MAP budget to the Division Chair for Allied Health Programs typically during the month of March. The Division Chair and MAP Director reviews budget line items for operational items. Changes to this budget line must be approved by the Vice President for Academic Services. Amended budgets are then returned to Madge Shoot by the end of April and taken to the Board of Trustees for final approval.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Lake Land College has many resources available to students which make MAP affordable. These resources include: Scholarships, Work Study, Federal PELL Grant, Illinois MAP Grant, Federal Direct Loans, Federal Supplemental Education Opportunity Grant (FSEOG), Higher Education Emergency Relief Fund (HEERF), Allied Health Emergency Funding, and discounted tuition rates during Summer 2022, Fall 2022, Spring 2023. Additional community resources include WIOA, CEFS, ERBA, and industry scholarships.
2.5 How will the college increase the cost- effectiveness of this program?	Lake Land College MAP are very affordable and among the lowest in the state. Cost effectiveness is reviewed annually through information yielded from the Medical Assisting PIE Score Card.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Over the review period program cost has remained consistent with the exception of FY 2022. During this year course fees were increased by $50 to accommodate rising cost of supplies.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	MAP classes are offered in a variety of formats to meet the diverse needs of the students we serve. These modalities include: Face to face, Online, and Hybrid. Courses are offered during the day and evening hours.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	MAP is accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP). Through this process MAP curriculum including psychomotor skills, affective, and cognitive domains are evaluated regularly. During the initial accreditation process this was all noted without any citations from the accrediting body.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	Yes. MAP is part of a Program of Study as defined by Perkins V and approved by ICCB. Through this resource MAP courses have been able to purchase supplies to aid in student success.

If yes, describe any strengths or challenge to program of study implementation.	
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	During FY 2019-2021, Lake Land College identified a Key Focus Area of implementing a Guided Pathway to Success as part of the College Strategic Plan. It is the goal of this model to provide students a clear pathway to meaningful educational or career outcomes. The Guided Pathways Model is an integrated throughout Lake Land College.

MAP falls under the pathway of Health and Public Services. Under this pathway students gain knowledge and skills for a rewarding career that provides service to others. |
| 3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about? | Lake Land College is in the process of implementing use of Hyflex Technology to deliver course content. |
| 3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority? | MAP courses are not taught dual credit. |
| 3.7 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? | MAP students complete 160 hours of clinical experience prior to completion of the program. MAP utilizes preceptors in the clinical setting and reflects on their feedback to make any course improvements. |

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Industry does not require MAP Accreditation. However, Lake Land College MAP voluntarily sought accreditation was fully accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP) based off recommendation from Medical Assisting Education Review Board (MAERB) in June 2021.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	CMA (Certified Medical Assistant) MA (Medical Assistant)
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	MAP do not utilize apprenticeships.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Students who complete MAP are eligible to take the Certified Clinical Medical Assistant (CCMA) exam through the National Healthcareer Association (NHA).
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	MAP does not have articulation agreements at this time.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	MAP has clinical partnerships with multiple agencies within the community. These agencies include: Sarah Bush Lincoln, Carle, Hospital Sisters Health System, SIHF Healthcare, and Horizon Healthcare.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	These agencies include: Sarah Bush Lincoln, Carle, Hospital Sisters Health System, SIHF Healthcare, and Horizon Healthcare.
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?	Professional development is offered once in the Fall and once in the Spring. Faculty are required to complete 3 hours of Professional Development during the Fall semester, and 6 hours during the Spring semester. The Employee Development Committee meets to solicit ideas and volunteer presenters for topics that are considered:

	Health & Wellness, Leadership, Skill Enhancement, Teaching & Learning, or Personal Enrichment.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College is committed to developing and maintaining an environment for students, employees, and the community that embraces and actively supports diversity, equity, and inclusion. This is outlined in Board Policy 01.03.01. The College also recognizes the need for continued development and training of its employees. This is outlined in Board Policy 05.29 and is listed in Article II on page #24 of the 2020-2023 Faculty Contract. During Spring 2022 Staff Development, several Professional Development Activities were offered that demonstrate diversity, equity, and inclusion. These include the following: 1. Safe Zone Ally Training 2. Communication in Relationships 3. Culture Wealth All new employees at Lake Land College are required to take the Safe Colleges Course, Diversity Awareness. Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	MAP utilizes many forms of technology and equipment within the curriculum. Examples of this includes: Mannequins, Chromebook, various simulation tools, and Mind Tap.
3.18 What assessment methods are used to ensure student success?	MAP courses are assessed each Fall and Spring. The MAP is assessed yearly. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports

3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared with Advisory committee members and college marketing initiatives such as The Laker Low Down.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	MAP students complete a comprehensive exam at the end of their program. The results of this testing identifies areas of student strength and weakness. Areas of weakness are reinforced within the curriculum for the upcoming course.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	MAP students are given a graduate survey which is required by CAAHEP. This information is reviewed by the Program Director to identify potential areas for change.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The MAP Advisory Committee meets yearly to discuss curriculum and industry needs. Meeting minutes are recorded and stored for at least 3 years. The Advisory Committee is comprised of the medical assisting program's communities of interest, as well as the Program Director and the Practicum Coordinator. Those communities of interest include the following: 1. Employers: Individuals who hire and supervise graduates of the MAP. 2. Public Member: An individual who has never been employed in a healthcare environment and who is not employed by an institution that sponsors a CAAHEP-accredited program. 3. Student: A currently enrolled student who is progressing through the MAP. 4. Graduate: A graduate of the MAP. 5. Sponsor Administration: A member of the sponsoring institution's administration. 6. Physician: A Medical Doctor (MD), a Physician's Assistant (PA), a Doctor of Osteopathy (DO), or a Nurse Practitioner (NP) can serve as the physician member. 7. Faculty Member: A representative from the medical assisting faculty who teach the MAERB Core Curriculum.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement,	Clinical placement and ideas for curriculum changes are discussed during Advisory Council Meetings and also as needed with the Program Director.

work- based learning opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	An employer satisfaction survey is required by CAAHEP at 6 months post-graduation to determine employer satisfaction and offer feedback.
3.25 What are the program's strengths?	Lake Land College MAP have multiple strengths which contribute the success of the program. Some of these strengths include but are not limited to: Program Director Strong Industry Partnerships Sufficient Resources to promote student success 100% board pass rate Current technology and equipment
3.26 What are the identified or potential weaknesses of the program?	One potential weakness of MAP is the lack of flexible testing options for students within the hybrid cohort due to limited testing times at the Testing Center. An additional weakness is smaller lab space availability.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

The MAP program has great support from our Academic Services team at the college. I think one thing that be beneficial for the student is additional funding to help with cost of tuition. The ones that do not qualify for financial aid, the cost can be burdensome and while the college has a generous payment plan, sometimes that brings a financial burden. The past few years there has been more financial help with scholarships, etc.

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. Each year may represent a cohort.

CTE Program	Medical Assistant (AAS.MAP)
CIP Code	51.0801

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	30	34	48	28
Number of Completers	0	0	6	14	16
Other (Please identify)	AAS is not required at this time. So students can be on the AAS.MAP cycle and come back and take classes as they wish. This would reflect why there are not a lot of completers. Only the Certificate is required to be able to be a working medical assistant. Some students are on the AAS.MAP cycle, but they may choose not to come back for a couple years to take the courses to finish with the degree.				
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	2020 Data includes: Gender- 1 male 32 Female Ethnicity- 4 African American 29 Caucasian Full Time- 25 students Part time – 8 students				
How does the data support the program goals? Elaborate.	MAP Program Mission and goals is to provide a balanced education of cognitive, psychomotor, and affective learning courses to ensure well educated healthcare professionals that are employable in the healthcare field within the community. The program structure is designed to prepare students for employment, national certification, life-long learning, and a successful career. The goal is to prepare				

	competent entry- level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program has adopted the College's Mission statement which is to create and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, all of the numbers have been consistent thru the duration of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	MAP Program Director has met with the Marketing team to promote the program. There have been new flyers made, YouTube videos created, radio ads published and advertising on social media platforms.
Are the students served in this program representative of the total student population? Please explain.	The MAP program is a special admission program and represents many different parts of the student population.
Are the students served in this program representative of the district population? Please explain.	The MAP program is a special admission program and represents many different parts of the student population.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	MAP will continue the current curriculum with minor improvements as indicated based off student testing results, graduate, or employer surveys.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	MAP is reviewed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	MAP program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Recruitment of international students college wide. New DEI initiative in the strategic plan for 2023-2027.
Resources Needed	Continued financial support for equipment and supplies and additional lab space. (Neal Hall is scheduled for some renovation during Spring 2023.)
Responsibility Who is responsible for completing or implementing the modifications?	Erin Swingler Division Chair for Allied Health Programs Molly Yeske Director of MAP

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
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
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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.	Admissions and Records, student support Counseling Services, student support Financial Aid, student support Perkins Program, student support TRIO, student support Library Services, student support Tutoring and Testing Center, student support Student Accommodations, student support Sarah Bush Lincoln, clinical partner Hospital Sisters Health System, clinical partner Carle, clinical partner MAP Advisory Council

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	Placement scores are analyzed as part of program review. Degree seeking students are required to take the Lake Land College basic assessment battery for placement purposes. Students are required to meet a satisfactory score in 2 of the 3 following categories: English, Reading, and Math. Students who fail to meet this requirement may take additional coursework to meet this requirement. The MAP is a special admission program. Interested students should submit an intent to enroll, select "CRT.MAP.TRK". Applications are due April 1 for Fall Admission. Students are also instructed to submit high school and college transcripts to the Admissions and Records Office. After admission to the program students must pass a background check, physical exam, proof of immunization, CPR, and drug screen. Students who are currently licensed as a Certified Nurses Aid (CAN), should submit documentation to support this for consideration into MAP.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The CRT.MAP does not exceed 60 hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Medical Assistants are currently in high demand in both local and regional labor markets. It is projected that there will be 2,910 job openings annually in the state of IL between years 2018-2028. It is further projected that there will be approximately 104,400 job openings for Medical Assistants across the country during the years 2020-2030. ONETonline: https://www.onetonline.org
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the past 5 years there has been increased demand for Medical Assistants and there is bright outlook projected over the next 5 years. Employment trends are projecting growth of 8% in the state of IL and 18% across the United States.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Labor market information is reviewed yearly from the following sources: ONETonline: https://www.onetonline.org

	IDES http:ides.illinois.gov/resources/labor-market-information/employment-projections.html.
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?)	Lake Land College offers multiple student recruitment initiatives. Laker Visit Days occur twice during the Fall and Spring semester and once during the Summer semester. Career Day visits are scheduled annually and occur in the month of October. Students are additionally recruited through various Marketing initiatives which include updated program fliers, publications, U tube videos, Facebook posts, radio ads, student testimonials, information posted on the Lake Land College website/webpage, and CI living TV segment. The cost to market MAP through these mechanisms was approximately $3,992. Analysis of these marketing initiatives yielded the following information: 1. There was approximately 86 tractable actions taken. 2. 78 students applied to MAP, approximately 20 did not meet program requirements, 1 exceeded program requirements. 3. 57 students were accepted into MAP 4. 33 students registered for MAP
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Academic leadership at Lake Land College demonstrates strong support for MAP. Program needs are communicated from the Director of MAP to the Division Chair for Allied Health Programs. These needs are then communicated, from the Division Chair, to the appropriate Vice President Office for consideration of the request. Curriculum change requests are made by the Director of MAP in consultation with the Division Chair for Allied Health programs and are brought before the Curriculum Committee. The Committee meets monthly to review proposed curriculum changes. Approved curriculum changes must then be approved through Illinois Community College Board, ICCB. ICCB will then communicate their recommendation on the proposed change via email to Rebecca Earp, Administrative Assistant to the Vice President of Academic and Student Services.

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.	Lake Land College has a strong industry partnership with Sarah Bush Lincoln. During the Spring 2022 semester, Sarah Bush Lincoln requested a second cohort to meet the increasing demand of MAP's at their organization. Lake Land College also introduced Hybrid modality to meet the needs of those students who can only attend class during evening hours.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	Response
2.3 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Lake Land College participates in Program Improvement Enhancement, (PIE) to assess cost effectiveness of MAP. Lake Land College uses a score sheet to place academic programs into 1 of 3 categories: Red, Green, and Yellow. Red ratings indicate that the program is not meeting the minimum criteria in at least 6 categories. Yellow indicates that the percent change over the 5 year average and reporting year ranges between -1% and -20%. Green indicates that the minimum criteria has been met. The 2021 Medical Assisting PIE Score card rates MAP as "good" status. A "good" status is defined as meeting the minimum criteria in at least 7 categories. Further analysis of the PIE Score Cards over the reporting period reveal MAP cost recovery has been in a surplus. Annual enrollment, course fill, and course retention exceeds Lake Land College established goals. Lake Land College strives to keep MAP class sizes less than 24 to provide students more individualized attention and meet their diverse learning needs. Prior to COVID there was an increase in enrollment trends within the MAP, however, during the pandemic a decrease in enrollment was identified. Tuition rates are set by the Board of Trustees on a yearly basis typically at the March Board meeting. Tuition is determined by the student's legal residence. Students who reside within Lake Land College District #517 are charged in-district tuition cost. Lake Land College is very proud to offer students discounted tuition rates for Summer 2022, Fall 2022, and Spring 2023. During these terms the tuition rate will be $100 per credit hour. Preceding FY Tuition Rates are as follows:

	FY 2018: $105.50/credit hour FY 2019: $105.50/credit hour FY 2020: $110.50/credit hour FY 2021: $110.50/credit hour In addition to routine College fees, MAP courses are assigned an additional course fee to off-set cost associated with supplies needed to provide course work. Level 1 course fee is $25, Level 2 course fee is $50, Level 3 course fee is $75, and Level 4 course fee is at least $76. The majority of MAP courses are assigned a level 4. Program costs are also off set by funding through The Department of Education, Perkins Grant. The MAP Director submits written requests for educational supplies or equipment to Emily Ramage, Dean of Academic Operations. The Vice President for Academic Services sets the minimum course size for all classes prior to the start of the term. The majority of MAP courses meet this benchmark. Those that do not may still be taught, but the instructor will be paid based off a pro-rated amount. Lake Land College is staffed with Academic Schedulers who assist in the scheduling of course offerings to meet student needs. Schedules are reviewed multiple times to ensure for accuracy before live schedules become available to students. During the Spring 2022 semester, Academic Schedulers began meeting with Division Chairs to review the Schedule Building Process and to discuss any potential improvement to this procedure.
2.4 What are the findings of the cost-effectiveness analysis?	Findings of the cost-effectiveness analysis indicates that MAP courses reflect a surplus in cost recovery.
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? Please explain.	Perkins Federal Funding aims to improve career and technical educational programs to post-secondary students. MAP classes have benefitted from this grant funding through continuing education of staff and faculty and updating supplies and equipment. Since 2020 Perkins has funded MAP with approximately $24,000 for Professional Development and Instructional Supplies.

	Additional annual funding from the MAP budget may also offset cost. Madge Shoot, Comptroller for Lake Land College, sends the MAP budget to the Division Chair for Allied Health Programs typically during the month of March. The Division Chair and MAP Director reviews budget line items for operational items. Changes to this budget line must be approved by the Vice President for Academic Services. Amended budgets are then returned to Madge Shoot by the end of April and taken to the Board of Trustees for final approval.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Lake Land College has many resources available to students which make MAP affordable. These resources include: Scholarships, Work Study, Federal PELL grant, Illinois MAP grant, Federal Direct Loans, Federal Supplemental Education Opportunity Grant (FSEOG), Higher Education Emergency Relief Fund (HEERF), Allied Health Emergency Funding, and discounted tuition rates during Summer 2022, Fall 2022, Spring 2023. Additional community resources include WIOA, CEFS, ERBA, and industry scholarships.
2.5 How will the college increase the cost- effectiveness of this program?	Lake Land College MAP are very affordable and among the lowest in the state. Cost effectiveness is reviewed annually through information yielded from the Medical Assisting PIE Score Card.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Over the review period program cost has remained consistent with the exception of FY 2022. During this year course fees were increased by $50 to accommodate rising cost of supplies.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	MAP classes are offered in a variety of formats to meet the diverse needs of the students we serve. These modalities include: Face to face, Online, and Hybrid. Courses are offered during the day and evening hours.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	MAP is accredited by CAAHEP. Through this process MAP curriculum including psychomotor skills, affective, and cognitive domains are evaluated regularly. During the initial accreditation process this was all noted without any citations from the accrediting body.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?\n\nIf yes, describe any strengths or challenge to program of study implementation.	MAP is part of a Program of Study as defined by Perkins V and approved by ICCB. Through this resource MAP courses have been able to purchase supplies to aid in student success.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	During FY 2019-2021, Lake Land College identified a Key Focus Area of implementing a Guided Pathway to Success as part of the College Strategic Plan. It is the goal of this model to provide students a clear pathway to meaningful educational or career outcomes. The Guided Pathways Model is an integrated throughout Lake Land College.\n\nMAP falls under the pathway of Health and Public Services. Under this pathway students gain knowledge and skills for a rewarding career that provides service to others.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Lake Land College is in the process of implementing use of Hyflex Technology to deliver course content.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	MAP courses are not taught dual credit.

3.7 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?	MAP students complete 160 hours of clinical experience prior to completion of the program. MAP utilizes preceptors in the clinical setting and reflects on their feedback to make any course improvements.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Industry does not require MAP Accreditation. However, Lake Land College MAP voluntarily sought accreditation was fully accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP) based off recommendation from Medical Assisting Education Review Board (MAERB) in June 2021.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	CMA (Certified Medical Assistant) MA (Medical Assistant)
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	MAP do not utilize apprenticeships.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Students who complete MAP are eligible to take the Certified Clinical Medical Assistant (CCMA) exam through the National Healthcareer Association (NHA).
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	MAP does not have articulation agreements at this time.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	MAP has clinical partnerships with multiple agencies within the community. These agencies include: Sarah Bush Lincoln, Carle, Hospital Sisters Health System, SIHF Healthcare, and Horizon Healthcare.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	These agencies include: Sarah Bush Lincoln, Carle, Hospital Sisters Health System, SIHF Healthcare, and Horizon Healthcare.

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?	Professional development is offered once in the Fall and once in the Spring. Faculty are required to complete 3 hours of Professional Development during the Fall semester, and 6 hours during the Spring semester. The Employee Development Committee meets to solicit ideas and volunteer presenters for topics that are considered: Health & Wellness, Leadership, Skill Enhancement, Teaching & Learning, or Personal Enrichment.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College is committed to developing and maintaining an environment for students, employees, and the community that embraces and actively supports diversity, equity, and inclusion. This is outlined in Board Policy 01.03.01. The College also recognizes the need for continued development and training of its employees. This is outlined in Board Policy 05.29 and is listed in Article II on page #24 of the 2020-2023 Faculty Contract. During Spring 2022 Staff Development, several Professional Development Activities were offered that demonstrate diversity, equity, and inclusion. These include the following: 4. Safe Zone Ally Training 5. Communication in Relationships 6. Culture Wealth All new employees at Lake Land College are required to take the Safe Colleges Course, Diversity Awareness. Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	MAP utilizes many forms of technology and equipment within the curriculum. Examples of this includes: Mannequins, Chromebook, various simulation tools, and Mind Tap.

3.18 What assessment methods are used to ensure student success?	MAP courses are assessed each Fall and Spring. The MAP is assessed yearly. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared with Advisory committee members and college marketing initiatives such as The Laker Low Down.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	MAP students complete a comprehensive exam at the end of their program. The results of this testing identifies areas of student strength and weakness. Areas of weakness are reinforced within the curriculum for the upcoming course.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	MAP students are given a graduate survey which is required by CAAHEP. This information is reviewed by the Program Director to identify potential areas for change.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The MAP Advisory Committee meets yearly to discuss curriculum and industry needs. Meeting minutes are recorded and stored for at least 3 years. The Advisory Committee is comprised of the medical assisting program's communities of interest, as well as the Program Director and the Practicum Coordinator. Those communities of interest include the following: 1. Employers: Individuals who hire and supervise graduates of the MAP. 2. Public Member: An individual who has never been employed in a healthcare environment and who is not employed by an institution that sponsors a CAAHEP-accredited program. 3. Student: A currently enrolled student who is progressing through the MAP. 4. Graduate: A graduate of the MAP. 5. Sponsor Administration: A member of the sponsoring institution's administration. 6. Physician: A Medical Doctor (MD), a Physician's Assistant (PA), a Doctor of Osteopathy (DO), or a Nurse

	Practitioner (NP) can serve as the physician member. 7. Faculty Member: A representative from the medical assisting faculty who teach the MAERB Core Curriculum.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Clinical placement and ideas for curriculum changes are discussed during Advisory Council Meetings and also as needed with the Program Director.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	An employer satisfaction survey is required by CAAHEP at 6 months post-graduation to determine employer satisfaction and offer feedback.
3.25 What are the program's strengths?	Lake Land College MAP have multiple strengths which contribute the success of the program. Some of these strengths include but are not limited to: Program Director Strong Industry Partnerships Sufficient Resources to promote student success 100% board pass rate Current technology and equipment
3.26 What are the identified or potential weaknesses of the program?	One potential weakness of MAP is the lack of flexible testing options for students within the hybrid cohort due to limited testing times at the Testing Center. An additional weakness is smaller lab space availability.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

The MAP program has great support from our Academic Services team at the college. I think one thing that be beneficial for the student is additional funding to help with cost of tuition. The ones that do not qualify for financial aid, the cost can be burdensome and while the college has a generous payment plan, sometimes that brings a financial burden. The past few years there has been more financial help with scholarships, etc.

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. Each year may represent a cohort.

CTE Program	Medical Assistant (CRT.MAP)				
CIP Code	51.0801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	7	29	18	22
Number of Completers	0	0	12	20	26
Other (Please identify)	The Program did not start until Fall 2017.				

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among	2020 Data includes: Gender- 1 male 32 Female Ethnicity- 4 African American 29 Caucasian Full Time- 25 students Part time – 8 students

student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	MAP Program Mission and goals is to provide a balanced education of cognitive, psychomotor, and affective learning courses to ensure well educated healthcare professionals that are employable in the healthcare field within the community. The program structure is designed to prepare students for employment, national certification, life-long learning, and a successful career. The goal is to prepare competent entry- level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This program has adopted the College's Mission statement which is to create and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, all of the numbers have been consistent thru the duration of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	MAP program Director has met with the Marketing team to promote the program. There have been new flyers made, YouTube videos created, radio ads published and advertising on social media platforms.
Are the students served in this program representative of the total student population? Please explain.	The MAP program is a special admission program and represents many different parts of the student population.
Are the students served in this program representative of the district population? Please explain.	The MAP program is a special admission program and represents many different parts of the student population.
Review Results	

Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	MAP will continue the current curriculum with minor improvements as indicated based off student testing results, graduate, or employer surveys.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	MAP is reviewed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	MAP program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Recruitment of international students college wide. New DEI initiative in the strategic plan for 2023-2027.
Resources Needed	Continued financial support for equipment and supplies and additional lab space. (Neal Hall is scheduled for some renovation during Spring 2023.)
Responsibility Who is responsible for completing or implementing the modifications?	Erin Swingler Division Chair for Allied Health Programs Molly Yeske Director of MAP

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
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
Massage Therapy (CRT.MT)	Certificate	40	51.3501	CRT.MT
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The objectives for the Massage Therapy (MT) Program are to prepare graduates to pass the Massage & Bodywork Licensing Examination (MBLEx), obtain their license as a massage therapist, and successfully enter the workplace.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The MBLEx is the current professional examination for licensure and is administered by the Federation of State Massage Therapy Boards. Pass rates for the last 5 years are as follows: 2021: No graduating class 2020: 75% pass rate (3/4 graduates) 2019: No graduating class 2018: 100% pass rate (11/11 graduates) 2017: 100% pass rate (7/7 graduates)			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The Review Action from the last report in FY2016-2017 was to continue the Massage Therapy program with minor improvements. Yes, the program is reviewed annually and course material is continually updated to reflect contemporary practice and industry standards to achieve high pass rate averages.			

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.	Martha Mioux, MHS, PT, MT-Program Director and Instructor She also is responsible for the program's assessment and the courses she teaches. Barbara Kilzer, MT-Program Instructor She is responsible for assessing the courses she teaches.
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.	Stakeholders include IL Massage Therapy Educators—a group consisting of massage therapy program directors and faculty who teach throughout the state, board members of the Joint Commission, the American Massage Therapy Association lobbyist, and corporate owned massage businesses—as well as local massage therapists on the Advisory Council. Meetings discuss state and local laws, rules & regulations, changes in the profession, COVID, trends affecting enrollment, and etc.
**CTE Program Review Analysis** Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	College assessment testing is the only pre-requisite for the MT Program. The program continues to take the higher scoring students. No revisions need to be made.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The MT program is a 40 credit hour certificate program. The program goes above state mandates of 600 clock hours and has 752. The extra hours allow for more knowledge in different areas of massage. The program curriculum is based on current literature and research, the standards set forth by the Federation of State Massage Therapy Boards, and the *Illinois Massage Therapy Act Joint Committee on Administrative Rule Section 1284.20 Approved Programs* which outlines "the minimum required subject matter and activities".
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and	Previous state predictions showed a 3.62% increase in jobs. Current predictions over the next 10 years are 5.2% increase locally, 18.3% increase statewide, and 20-30%

regional labor market information.	increase nationally. This information is form www.illinoisworknet.com and US Bureau of Labor Statistics.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for massage therapists continues to grow and the college continues to receive notifications from spas, chiropractors, and other employers looking to hire massage therapists.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	LMI includes www.illinoisworknet.com, *Occupational Outlook Handbook* from the US Bureau of Labor Statistics, and IDES. This information is reviewed annually.
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?)	The MT program works hard on recruitment. • Career Day hosted each fall • 8th Grade Day in the spring (prior to Covid). • The Program has had spotlights in college publications. • Laker Visit Day • Kluthe Day – in the past • 2022 – Spring Carnival • The Program has participated in a national massage campaign as a school ambassador. This campaign highlighted the benefits of and research in massage as well as career opportunities. • Individual and Group Tours of the program • Principles, Deans and Counselors Meetings • Community Outreach Coordinator recruits' nontraditional students • Director of International Studies Program is responsible for the recruitment and admissions of international students • Partnership of College And Career Success – educates HS students in different areas of health
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 Vice President of Academic Services takes place before proceeding. Once he/she has approved the needs/changes, they are taken to the Curriculum Committee.
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.	Additional recruitment and marketing was done in 2021 to address low enrollment.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.5 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	On an annual basis, the College compiles the salaries of instructors, lab costs, tuition, course fees, and state reimbursement into the Program Improvement Enhancement (PIE) report. This program is paid for through tuition, course fees, state reimbursement, and equalization. Revenue analysis is included in the Cost Recovery portion of PIE. The student to faculty ratio is reported in the HLC Annual Institutional Update. Course/section fill rates are reported in PIE and Persistence reports. Enrollment trends are reported in PIE. Credit hours earned year to year are reported in PIE for full-time and part-time credit hour accumulation. The College hired an Academic Scheduling Coordinator to monitor scheduling and to make it as efficient as possible.
2.6 What are the findings of the cost-effectiveness analysis?	The findings indicate the program has contained its cost.
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? Please explain.	Not applicable to program
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	Through PIE, it was determined that the MT program is similar in costs to like programs across the college (e.g. same tuition and fees, number of credit hours, etc.) Perkins, FASFA completion, scholarships as well as

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	emergency funding.
2.5 How will the college increase the cost- effectiveness of this program?	The more students the program has, the more cost effective the program is.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, in 2021 the program increased marketing and recruitment.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The courses in the MT program are all taught in traditional format.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The MT program follows the Board Policy 01.03.01 *Commitment to Diversity, Equity and Inclusion.*
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the MT program follows the Perkins guidelines as described under the IL Post-Secondary Program of Study Approval Form. The MT program is aligned with state standards and has been accredited through ICCB since 2002. This accreditation is required for the Massage & Bodywork Licensing Examination (MBLEx). The director has over 30 years of experience, while the adjunct instructor has 18 years. Both are members of the two national massage organizations.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The MT program is a "career pathway program", as it allows the student to be eligible to sit for the MBLEx upon graduation, then obtain a license in the state of IL. The college continues to have a commitment to all programs through Board Policy 01.05, *Accreditations - National, Regional, and Professional.* Board Policy 01.03, *Mission, Vision and Values* outlines the college's commitment to students and faculty. Guided Pathways reviewed the Program and streamlined the information for students to easily find and access.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The MT students become a member of one of the national organizations which allows access to additional resources, technology, student forum, exam review material, and etc. The students have access to equipment necessary to learn how to safely perform massage on special populations.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	The MT program does not have any dual credit courses.
3.7 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?	The MT program has two in-house clinicals which allows students to work with people from the community. The clinicals are strategically placed in the 3rd and 4th semesters. The first clinical is after the students have successfully completed one full year of training. This clinical is in the summer and the second experience is in the final semester. These clinics bring real-life experiences into the Program. By increasing the variety of clients in the clinic, the greater the experience the student has.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeships are available outside of the in-house clinicals.

3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Massage & Bodywork Licensing Examination (MBLEx) is the current professional examination for licensure and is administered by the Federation of State Massage Therapy Boards. Pass rates for the last 5 years are as follows:
	    2021: No graduating class
	    2020: 75% pass rate (3/4 graduates)
	    2019: No graduating class
	    2018: 100% pass rate (11/11 graduates)
	    2017: 100% pass rate (7/7 graduates)

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The MT program has no articulation or cooperative agreements.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The MT program has not put new partnerships in place.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The MT program continues to partner with the Advisory Council and the Illinois Massage Therapy Educators to advance outcomes.
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	Full-time and adjunct faculty continue to attend continuing education courses for licensure in the state of Illinois and for improvement/advancement of curriculum. Funds come from both Perkins and the Program's budget. LLC provides a sponsored staff development for both full-time and adjunct faculty. Full-time faculty are required to

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development is needed?	attend 9 hours of staff development per academic year, while adjunct staff development is voluntary. Adjuncts are highly encouraged to attend three half-day sessions per academic year. In addition, there are assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The College offers Safe Zone and other potential DEI professional development each year. (Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	The MT program has sufficient and up-to-date equipment for the students to use.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metric—including enrollment, retention, course persistence, and program completion—are reviewed annually in the Program Improvement and Enhancement (PIE) reports. The Advisory Council meets yearly.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results from Weave are assessed annually by faculty to address strengths & weaknesses. If a weakness is found, faculty work together to come up with a solution. The Advisory Council identifies gaps and recommendations are integrated into curriculum.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your	Course revisions were made to improve the progression of knowledge through the program. New books and materials were and continue to be added to increase knowledge and skills. Additional information on research literacy has been added to the curriculum to give students a solid foundation of an evidenced-informed

program and students learning?)	practice. Once a weakness is found, the faculty attempt to figure out why this occurs then adds additional information or changes how the material was taught to increase the knowledge of the topic.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student alumni rate the program high once graduated. Graduate surveys are sent out annually.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Massage therapists bring knowledge to the ever-changing landscape of the profession. This is improved yearly by the having dedicated members who bring their expertise to the program.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Local employers come and speak to students concerning job openings and for possible future employment.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are very satisfied with the LLC MT program alumni. Employer surveys are sent out annually.
3.25 What are the program's strengths?	Smaller class sizes allow for more one-on-one hands on training with instructors.
3.26 What are the identified or potential weaknesses of the program?	Enrollment numbers
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, but the program continually makes changes to improve the knowledge the student receives.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
Retention remains an issue for the MT program. The program works hard on informing students on the amount of work and dedication that is needed to become a licensed MT. The director invites the potential student to tour the facility, to discuss class work load, physical stamina, general good health and etc. that a student needs to consider before entering into the program. Job Placement – This has never been a problem. The current problem is not enough students' graduating to fill state and local jobs. The program launched a large campaign to increase enrollment and continues to do so. The program also has employers come into the classroom to discuss employment and opportunities they have to offer. Support Service - The program surveys the outgoing students concerning a variety of support services a student could have used or did used while at LLC. The results of these surveys always show they were happy with the service. If a student reported on how a service could be improved, the director passes this on to the particular service. Course sequencing continues to be looked at. Faculty are currently looking at this for possible changes. Faculty are discussing the possible change in credit hour for a class, changing course content, and changing the curriculum model. They feel this is a continuous process and it will be continually looked at for future changes.

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. Each year may represent a cohort.

CTE Program	Massage Therapy				
CIP Code	51.3501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	23	17	6	5
Number of Completers	3	9	11	0	4
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.	Review of the demographic data for the program shows a larger population of female students compared to male students. Industry demographics is a dominant female population which is what we are seeing so no alarming data noted. We also see a general white population for our students which also correlates to the district population as well as the overall ethnic breakdown of the campus. We have reviewed the acceptance processes and recruitment practices and there is nothing that discriminates based on ethnicity, race or gender.				

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	The data supports the program goals by providing information related to retention and completion.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Yes, the program had an enrollment gap in 2020 and 2021 due to Covid. The program starts a new cohort every fall and also graduates a cohort every fall, therefore the enrollment and graduate numbers will never match. (The program consists of 4 semesters, including summer.)
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The program is back to normal class settings post Covid.
Are the students served in this program representative of the total student population? Please explain.	Yes, the students represent the College's student population in age and gender.
Are the students served in this program representative of the district population? Please explain.	Yes, the students are coming from the College's district and represent the demographics within it.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	The massage program will continue to update course material to reflect contemporary practice and to achieve high national board passing rates in order to remain successful in preparing graduates to successfully enter the massage therapy work force.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue to perform yearly program assessment and course assessments after each class. It will continue to review all surveys received, communicate with current and future employers, and stay current with massage trends and skills.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	If an objective is not being met, the faculty discuss the possible reasons why and then problem solve on how it can get corrected. The objective then remains a top priority and is monitored closely.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The MT program continues to follow LLC Board policy 01.03.01, *Commitment to Diversity, Equity and Inclusion*
Resources Needed	No resources are need at this time.
Responsibility Who is responsible for completing or implementing the modifications?	Martha Mioux MHS PT MT - Massage Therapy Program Director.

Career & Technical Education	
College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

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
Physical Therapy (AAS.PTA)	AAS	66	51.0806	AAS.PTA

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 within this template or results may be reported within its own template. This is at the discretion of the college.	
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The objectives for the Physical Therapist Assistant (PTA) Program are to prepare graduates to pass the National Physical Therapy Examination – PTA Test (NPTE-PTA), obtain a license as a physical therapist assistant, and successfully enter the workplace.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The NPTE-PTA is the professional examination for licensure and is administered by the Federation of State Boards of Physical Therapy. Pass rates for the last 5 years are as follows: 2021: 90% 2020: 88% 2019: 100% 2018: 100% 2017: 94% Employment Rate (6 months' post licensure) 2021: 100% 2020: 100% 2019: 100% 2018: 100% 2017: 100%
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed.	The Review Action from the last report in FY2016-2017 was to continue the Physical Therapist Assistant Program with minor improvements. Yes, the Program is reviewed annually and course material is continually updated to reflect contemporary practice and industry standards to achieve high pass rate averages.

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.	Martha Mioux, MHS, PT, MT-Program Director and Instructor She completed this form. She also is responsible for the program's assessment and the courses she teaches. Kay Foreman, MS-Ed, BS, PTA - Instructor She is responsible for assessing the courses she teaches.
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.	Stakeholders include the PTA Program Advisory Council – local PTA, PT's, clinical instructors, employers, and the Illinois Physical Therapist Educators — a group consisting of PTA Program Directors and faculty who teach throughout the state. Meetings discuss state and local laws, rules & regulations, changes in the profession, COVID, trends affecting enrollment, curriculum model and possible changes, pass rates, enrollment, accreditation updates and etc.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The pre-requisites consist of a biology grade within the last 5 years either from high school or college and the College's assessment test. The program needs an objective process to accept students into the program for accreditation. The program accepts the top scoring students for fall entrance. No revisions need to be made.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The PTA Program is a 66 credit hour associate's degree. Within these credit hours, the program has 720 clinical clock hours. The state mandates a minimum of 600 hours. The additional credit hours allow for 3 different clinical rotations and therefore more knowledge in different areas of physical therapy. The program curriculum is based on current literature and research, the standards set forth by the Federation of State Physical Therapy Boards, and the *Title 68: Professions and Occupations Chapter VII: Department of Financial and Professional Regulation Subchapter b: Professions and Occupations Part 1340 Illinois Physical Therapy Act Section 1340.20 approved Curriculum* which outlines "the minimum required subject matter and activities".

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Current predictions over the next 10 years are 20% increase statewide and 27% increase nationally. This information is coming from the www.illinoisworknet.com, *Occupational Outlook Handbook* from the US Bureau of Labor Statistics.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for PTA's continues to grow and the program continues to receive notifications for local, state and national job openings.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	LMI includes www.illinoisworknet.com, *Occupational Outlook Handbook* from the US Bureau of Labor Statistics, and IDES. This information is reviewed annually.
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?)	The PTA Program works hard on recruitment through different College activities. This includes: • Career Day hosted each fall • 8th Grade Day in the Spring (prior to Covid). • The Program has had spotlights in college publications. • Laker Visit Day • Kluthe Day – in the past • 2022 – Spring Carnival • Individual and Group Tours of the program • Principles, Deans and Counselors Meetings • Community Outreach Coordinator recruits' nontraditional students • Director of International Studies Program is responsible for the recruitment and admissions of international students • Partnership of College And Career Success – educates HS students in different areas of health
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 Vice President of Academic Services takes place before proceeding. Once he/she has approved the needs/changes, they are taken to the Curriculum Committee.
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.	No program changes were needed.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.7 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	On an annual basis, the College compiles the salaries of instructors, lab costs, tuition, course fees, and state reimbursement into the Program Improvement Enhancement (PIE) report. This program is paid for through tuition, course fees, state reimbursement, and equalization. Revenue analysis is included in the Cost Recovery portion of PIE. The student to faculty ratio is reported in the HLC Annual Institutional Update. Course/section fill rates are reported in PIE and Persistence reports. Enrollment trends are reported in PIE. Credit hours earned year to year are reported in PIE for full-time and part-time credit hour accumulation. The College hired an Academic Scheduling Coordinator to monitor scheduling and to make it as efficient as possible.
2.8 What are the findings of the cost-effectiveness analysis?	The findings indicate the program has contained its cost.
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? Please explain.	Not applicable to Program.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	Through PIE, it was determined that the PTA Program is similar in costs to like programs across the college (e.g. same tuition and fees, number of credit hours, etc.) Perkins, FASFA completion, scholarships as well as

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	emergency funding.
2.5 How will the college increase the cost- effectiveness of this program?	The more students the program has, the more cost effective the program is.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No action or modification was needed.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The courses in the PTA program are all taught in traditional format with team teaching in Fundamentals of PTA I. The program has two non-lab courses which are taught virtual. They are equally in success rates.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The PTA program follows the Board Policy 01.03.01 *Commitment to Diversity, Equity and Inclusion.*
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the PTA program follows the Perkins guidelines as described under the IL Post-Secondary Program of Study Approval Form. The PTA program is aligned with state standards and has been accredited through ICCB since 1990. The Program has had 4 evaluations through the Commission on Accreditation of Physical Therapy Education (CAPTE). This accreditation is required for the National Physical Therapy Examination – PTA. The director has over 35 years of experience as a PT and 26 years of teaching. The PTA instructor has been teaching for 30 years. They are both members of the American Physical Therapy Association (APTA).

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The PTA program is a "career pathway program", as it allows the student to be eligible to sit for the NPTE-PTA upon graduation then obtain a license in the state of IL. The college continues to have a commitment to all programs through Board Policy 01.05, *Accreditations - National, Regional, and Professional.* Board Policy 01.03, *Mission, Vision and Values* outlines the college's commitment to students and faculty. Guided Pathways reviewed the Program and streamlined the information for students to easily find and access.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The PTA students are introduced to the APTA during orientation into the Program. Students have access to additional resources from the APTA in terms of recent research, publications, journals, latest technology, student forum, exam review material, and etc. The students have access to updated equipment necessary to learn how to safely perform treatment for different diagnoses and different/special populations.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	The PTA program does accept a dual credit courses for Lake Land College's Composition course and Bio-Science course. The number of students each year varies. The College currently has 31 participating high schools but not all high schools offer each of the courses. If a student has the Composition course completed, this then allows them to take fewer credit hours the 1st semester and therefore able to spend more time with their other courses. The Bio-Science course grade can be used as the part of the application process for the PTA program.
3.7 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?	The PTA program has three out-of-house clinicals which allows students to work with a variety of different patients with a variety of different diagnoses. The clinicals are strategically placed in the 3rd, 4th and 5th semesters. The first clinical is after the students have successfully completed one full year of training. These clinicals bring real-life patients experiences to the student. By maintaining quality and dedicated clinical instructors and the variety of clinical sites, this will continue to

	maintain/improve the quality of the clinical experience for the student.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Yes, the program is accredited by Commission on Accreditation of Physical Therapy Education (CAPTE).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeships are available outside of the 3 out-of-house clinicals.

3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	National Physical Therapy Examination – PTA is the professional examination for licensure and is administered by the Federation of State Physical Therapy Boards. Pass rates for the last 5 years are as follows:
	    2021: 90.9% (10 out of 11)
	    2020: 93.8% (15 out of 16)
	    2019: 100% (12 out of 12)
	    2018: 100% (21 out of 21)
	    2017: 94% (16 out of 17)

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The PTA program has no articulation or cooperative agreements.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	This is a continuous process of seeking new clinical sites (partnerships) in the PTA program. Current clinical sites are at hospitals, outpatient clinics, long term care facilities and etc. If a new PT clinical opens in the district/area or a PT Cooperation is seeking additional school affiliations a contract is signed between the two parties.

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The PTA program continues to partner with the Advisory Council and the Illinois Physical Therapy Educators to advance outcomes.
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?	Full-time and adjunct faculty continue to attend continuing education courses to maintain their licensure in the state of Illinois and for improvement/advancement of curriculum. Funds come from both Perkins and the program's budget. LLC provides a sponsored staff development for both full-time and the adjunct faculty. Full-time faculty are required to attend 9 hours of staff development per academic year, while adjunct staff development is voluntary. Adjuncts are highly encouraged to attend three half-day sessions per academic year. In addition, there are assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The College offers Safe Zone and other potential DEI professional development each year. (Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	The PTA program has sufficient and up-to-date equipment for the students to use.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. The program is assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metric—including enrollment, retention, course persistence, and program completion—are reviewed annually in the Program Improvement and Enhancement (PIE) reports. The Advisory Council meets yearly.

3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results from Weave are assessed annually by faculty to address strengths & weaknesses. If a weakness is found, faculty work together to come up with a solution. The Advisory Council identifies gaps and recommendations are integrated into curriculum.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course revisions were made to improve the progression of knowledge through the Program. New books and materials were and continue to be added to increase knowledge and skills. Additional information on research literacy has been added to the curriculum to give students a solid foundation of an evidenced-informed practice. Once a weakness is found, the faculty attempt to figure out why this occurs then adds additional information or changes how the material is taught to increase the knowledge of the topic.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student alumni rate the program high once graduated from the program. Graduate surveys are sent out annually.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council bring knowledge to the ever-changing landscape of the profession. They are PT, PTA, employers, clinical instructors, supervisors and etc. This is improved yearly by the having dedicated members who bring their expertise to the program.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Local employers come and speak to students concerning job openings and for future employment.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are very satisfied with the LLC PTA Program alumni. Employer surveys are sent out annually.
3.25 What are the program's strengths?	Smaller class sizes allow for more one-on-one hands on training with instructors. The laboratory is equipped with the state of the art equipment and ample supplies to carry out many different treatments.

3.26 What are the identified or potential weaknesses of the program?	Enrollment numbers
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No, but the program continually makes changes to improve the knowledge the student receives.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention was an issue during Covid. The program lost more students during this time but currently is not seeing this. Retention levels are back to pre-Covid.
Placement - Placing students on a clinical rotation is and always be challenging. For the PTA program to be accredited, the program must have 150% clinical sites available for each of the three rotations. The program has never had to delay a student's rotation due to not having a place for them to go.
Support Service - The program surveys the outgoing students concerning a variety of support services a student could have used or did used while at LLC. The results of these surveys always show they were happy with the service. If a student reported on how a service could be improved, the director passes this on to the particular service.
Course sequencing was just revised for the class that started in Fall of 2020. Faculty feel the added classes, the removal of some classes and the new arrangement of the courses are better, but they also feel this is a continuous process and will continue to be looked at for future changes.

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. Each year may represent a cohort.

CTE Program	Physical Therapist Assistant Program				
CIP Code	51.0806				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	63	53	41	47	33
Number of Completers	21	21	13	16	12
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Review of the demographic data for the program shows a larger population of female students compared to male students. Industry demographics is a dominant female population which is what we are seeing so no alarming data noted. We also see a general white population for our students which also correlates to the district population as well as the overall ethnic breakdown of the campus. We have reviewed the acceptance processes and recruitment practices and there is nothing that discriminates based on ethnicity, race or gender.
How does the data support the program goals? Elaborate.	The data supports the program goals by providing information related to retention and completion.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	N/A
Are the students served in this program representative of the total student population? Please explain.	Yes, the students represent the College's student population in age and gender.

Are the students served in this program representative of the district population? Please explain.	Yes, the students are coming from the College's district and represent the demographics within it.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The PTA program will continue to update course material to reflect contemporary practice and to achieve high national board passing rates in order to remain successful in preparing graduates to successfully enter the work force.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The PTA program will continue to perform yearly program assessment and course assessments after each class. It will continue to review surveys, communicate with current and future employers, and stay current with trends and skills.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	If an objective is not being met, the faculty discuss the possible reasons why and then problem solve on how it can get corrected. The objective then remains a top priority and is monitored closely.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The PTA program continues to follow LLC Board policy 01.03.01, *Commitment to Diversity, Equity and Inclusion*
Resources Needed	No resources are need at this time.
Responsibility Who is responsible for completing or implementing the modifications?	PTA Program Director.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
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
IT-Computer Applications (AAS.ITAPS)	Degree	60	110801	CRT.ITAPS NDP.CMPAP
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The goal of this program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career as a computer professional. The certificate provides supplemental training in the subject area to enhance other IT programs. The learning objectives are as follows: 1. Students will demonstrate knowledge of and apply Microsoft Office tools including Excel, Word, PowerPoint, and Access to create professional business documents. 2. Students will demonstrate knowledge of the latest web page design trends and apply them to create visually appealing, professional websites. 3. Students will communicate correctly and effectively regarding computer and networking terminology and techniques and demonstrate a basic knowledge of network topologies, wiring methodologies, and communication protocols and how they are implemented.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives	The degree has been successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring			

are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates' employment is analyzed.
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	Angela Davison – IT-Computer Applications Program Coordinator & IT/Business Instructor As program coordinator, I oversee the Computer Applications program, keep the pedagogy up to date with the current IT standards and advise the students enrolled in the program. I put together consistent course materials in our course management system for "core" program classes. The IT programs also have an **advisory council** that consists of former students and IT professional who have been in industry and can provide feedback on program direction and needed modifications. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialists** - They advise incoming freshmen on the program and coursework. **Advisory Council** – Members provide input on skills needed for employability and new skills needed in the field.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree is currently 60 credit hours which was recently reduced from 68. The coursework is required to develop a well-rounded IT professional that can gain employment in the areas of help desk support, software trainers and user support specialist. The broad range of skills required for those jobs requires 16 IT-related courses in addition to the required Gen Ed courses.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	National employment of computer support specialists is projected to grow 9% from 2020 to 2030. State and local the demand for computer support specialists is expected to grow on average from 5% to 10% from 2020 to 2030. In Illinois, about 2,220 openings for computer support specialists are projected each year on average. The national number of job openings is around 55,500. (Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org)
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer user support specialists' personnel in the last five years has increased and is predicted to increase from 5-10%. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.

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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Laker Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local businesses to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.9 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas. Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all the coursework scheduling.
2.10 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE scorecard was in the Green. There was a surplus or increase in the five-year average, so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to other programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format, and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face-to-face classes than in online classes. It should be noted that some of this data was collected during the Covid pandemic when all classes were in some form of "online". So students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the computer application program does meet the definition of a career pathway program. Students can first earn a certificate and then continue to earn their associate degree in IT-Computer Applications. We have formal 2 + 2 articulation agreements with EIU, SIU, Robert Morris, and Indiana State University.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the required program software from home to complete class assignments. Instructors are also utilizing zoom and hi-flex classroom technology in some classes to offer more flexibility to students
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and a "core" class - CIS160 Practical Software Applications (enrollment 125 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational.
3.7 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?	Students get hands on experience using a variety of Computer Application software in CIS-160, networking fundamentals in CIS-071, and designing professional looking websites in CIS-099. In addition, the program offers a 125-hour internship where students get on the job experience. The internship program has been very successful with many students receiving full time job offers at or near the end of the internship. The internships also serve to cement the knowledge that the program covers.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulations are currently in place with EIU (3 different degrees), SIU, Robert Morris, and Indiana State University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working IT majors has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized staff development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There is also assessment software and

development is needed?	learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are ran on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is always available to students. We run on virtual machines, so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessment and asked how to improve or make changes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Each of the core classes in the program concentrate on quizzes and tests to get feedback on competency. The classes are modified (sped up or slowed down) based on the results of testing. Classroom questions are also highly encouraged, and team projects are given to aid in understanding and retention of information covered.

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students seem extremely satisfied, as are employers who continue to hire students before they graduate. Student satisfaction information is officially collected from CCSSE surveys and Noel-Levitz surveys. Informal assessment happens continuously throughout the year as a result of student interactions in the classroom and during one-on-one advising.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	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 other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Community employers (many are former graduates) contact me on a regular basis about job openings and skill requirements for positions at their company. This continual conversation drives the learning areas of the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for IT staff.
3.25 What are the program's strengths?	Excellent, certification-grade instruction in a wide array of IT topics adequately prepares students to hit the ground running in a range of IT jobs. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various application software and computer technology.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Upon fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic, we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes.   Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost.

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. Each year may represent a cohort.

CTE Program	IT-Computer Applications Degree				
CIP Code	110601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	10	12	14	8
Number of Completers	0	1	1	4	2
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity,	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown, white, and more. In the IT-Computer Applications Program (degree and certificate) 80% are male and 20% are female 60% are part time and 40% are full time 87% are white and 13% are Asian, Black, or unknown				

gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the IT field. Course assessment and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.

gaps.	
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the IT field. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. We continuously recruit whether it be promoting this to other program students, advertisements, etc. Couse assessments are completed bi-annually, and program assessments are completed annually.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.
Resources Needed	The program requires a continued ability to provide up to date equipment (or virtualized equipment) to support classes. Continued ability to provide new versions of software to our students including Microsoft Office - Word, Excel, Assess and PowerPoint along with Photoshop, Illustrator, and InDesign and access to Windows operating system. It also needs a continued evolution of subjects covered in all classes to align with the newest versions of industry certifications like MOU certification including Word, Excel, Assess, PowerPoint and Outlook.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Computer Applications program.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

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
IT-Computer Applications (CRT.ITAPS)	Certificate	30	11.0801	NDP.CMPAP

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The goal of this program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career as a computer professional. The certificate provides supplemental training in the subject area to enhance other IT programs. The learning objectives are as follows: 1. Students will demonstrate knowledge of and apply Microsoft office tools including Excel, Word, PowerPoint, and Access to create professional business documents. 2. Students will demonstrate knowledge of the latest web page design trends and apply them to create visually appealing, professional websites. 3. Students will communicate correctly and effectively regarding computer and networking terminology and techniques and demonstrate a basic knowledge of network topologies, wiring methodologies, and communication protocols and how they are implemented.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if	The certificate has been successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by

and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	the whole campus for every class and every program. Reports on retention and graduates' employment is analyzed.
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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. | Angela Davison – IT-Computer Applications Program Coordinator & IT/Business Instructor

As program coordinator, I oversee the Computer Applications program, keep the pedagogy up to date with the current IT standards and advise the students enrolled in the program. I put together consistent course materials in our course management system for "core" program classes.

The IT programs also have an **advisory council** that consists of former students and IT professional who have been in industry and can provide feedback on program direction and needed modifications.

Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics. |
| **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. | **Student Support Specialists** - They advise incoming freshmen on the program and coursework.

Advisory Council – Members provide input on skills needed for employability and new skills needed in the field. |

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	There are no pre-requisites for this certificate. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is currently 30 credit hours. The coursework is required to develop a well-rounded IT professional that can gain employment in the areas of help desk support, software trainers and user support specialist. The broad range of skills required for those jobs requires 11 IT-related courses.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	National employment of computer support specialists is projected to grow 9% from 2020 to 2030. State and local the demand for computer support specialists is expected to grow on average from 5% to 10% from 2020 to 2030. In Illinois, about 2,220 openings for computer support specialists are projected each year on average. The national number of job openings is around 55,500.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer user support specialists' personnel in the last five years has increased and is predicted to increase from 5-10%. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.

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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Laker Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local businesses to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	Response
2.11 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas. Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all the coursework scheduling.
2.12 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE scorecard was in the Green. There was a surplus or increase in the five-year average, so the results exceeded the expectations.
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	n/a

source? Please explain.	
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to other programs across the college. (e.g., same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost-effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format, and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face-to-face classes than in online classes. It should be noted that some of this data was collected during the Covid pandemic when all classes were in some form of "online". So students who would not normally take online courses had to utilize that modality to continue their education.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the computer application program does meet the definition of a career pathway program. Students can first earn a certificate and then continue to earn their associate degree in IT-Computer Applications. We have formal 2 + 2 articulation agreements with EIU, SIU, Robert Morris, and Indiana State University.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the required program software from home to complete class assignments. Instructors are also utilizing zoom and hi-flex classroom technology in some classes to offer more flexibility to students

3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and a "core" class - CIS160 Practical Software Applications (enrollment 125 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational.
3.7 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?	Students get hands on experience using a variety of Computer Application software in CIS-160, networking fundamentals in CIS-071, and designing professional looking websites in CIS-099. In addition, the program offers a 68-hour internship where students get on the job experience. The internship program has been very successful with many students receiving full time job offers at or near the end of the internship. The internships also serve to cement the knowledge that the program covers.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each	n/a

respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulations are currently in place with EIU (3 different degrees), SIU, Robert Morris, and Indiana State University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working IT majors has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized staff development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There is also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are ran on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this	State of the art equipment is always available to students. We run on virtual machines, so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word,

program?	Excel, Access, PowerPoint, etc.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessment and asked how to improve or make changes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Each of the core classes in the program concentrate on quizzes and tests to get feedback on competency. The classes are modified (sped up or slowed down) based on the results of testing.

Classroom questions are also highly encouraged, and team projects are given to aid in understanding and retention of information covered. |
| 3.21 How satisfied are students with their preparation for employment?

How is this student satisfaction information collected? | Students seem extremely satisfied, as are employers who continue to hire students before they graduate.

Student satisfaction information is officially collected from CCSSE surveys and Noel-Levitz surveys. Informal assessment happens continuously throughout the year as a result of student interactions in the classroom and during one-on-one advising. |
| 3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved? | 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 other industry trends and developments. |
| 3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning | Community employers (many are former graduates) contact me on a regular basis about job openings and skill requirements for positions at their company. This continual conversation drives the learning areas of the program. |

opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for IT staff.
3.25 What are the program's strengths?	Excellent, certification-grade instruction in a wide array of IT topics adequately prepares students to hit the ground running in a range of IT jobs. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various application software and computer technology.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Upon fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
With the COVID pandemic, we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes. Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost.	

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. Each year may represent a cohort.

CTE Program	IT-Computer Applications Certificate				
CIP Code	11.0801				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	1	3	2
Number of Completers	1	1	1	3	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown, white, and more. In the IT-Computer Applications Program (degree and certificate) 80% are male and 20% are female 60% are part time and 40% are full time 87% are white and 13% are Asian, Black, or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the IT field. Course assessment and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the IT field. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. We continuously recruit whether it be promoting this to other program students, advertisements, etc. Couse assessments are completed bi-annually, and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.

Resources Needed	The program requires a continued ability to provide up to date equipment (or virtualized equipment) to support classes. Continued ability to provide new versions of software to our students including Microsoft Office - Word, Excel, Assess and PowerPoint along with Photoshop, Illustrator, and InDesign and access to Windows operating system. It also needs a continued evolution of subjects covered in all classes to align with the newest versions of industry certifications like MOU certification including Word, Excel, Assess, PowerPoint and Outlook.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Computer Applications program.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
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
IT-Computer Applications	Certificate	30	52.0407	NDP.CMPAP
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 within this template or results may be reported within its own template. This is at the discretion of the college.				

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The goal of this program is to provide entry-level employment training for Information Technology. The concentration of the classes leads toward a career as a computer professional. The certificate provides supplemental training in the subject area to enhance other IT programs. The learning objectives are as follows: 1. Students will demonstrate knowledge of and apply Microsoft office tools including Excel, Word, PowerPoint, and Access to create professional business documents. 2. Students will demonstrate knowledge of the latest web page design trends and apply them to create visually appealing, professional websites. 3. Students will communicate correctly and effectively regarding computer and networking terminology and techniques and demonstrate a basic knowledge of network topologies, wiring methodologies, and communication protocols and how they are implemented.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The certificate has been successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates' employment is analyzed.

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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	Angela Davison – IT-Computer Applications Program Coordinator & IT/Business Instructor As program coordinator, I oversee the Computer Applications program, keep the pedagogy up to date with the current IT standards and advise the students enrolled in the program. I put together consistent course materials in our course management system for "core" program classes. The IT programs also have an **advisory council** that consists of former students and IT professional who have been in industry and can provide feedback on program direction and needed modifications. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialists** - They advise incoming freshmen on the program and coursework. **Advisory Council** – Members provide input on skills needed for employability and new skills needed in the field.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	There are no pre-requisites for this certificate. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is currently 30 credit hours. The coursework is required to develop a well-rounded IT professional that can gain employment in the areas of help desk support, software trainers and user support specialist. The broad range of skills required for those jobs requires 11 IT-related courses.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	National employment of computer support specialists is projected to grow 9% from 2020 to 2030. State and local the demand for computer support specialists is expected to grow on average from 5% to 10% from 2020 to 2030. In Illinois, about 2,220 openings for computer support specialists are projected each year on average. The national number of job openings is around 55,500.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer user support specialists' personnel in the last five years has increased and is predicted to increase from 5-10%. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Laker Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local businesses to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.

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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/* *program-review/)*	**Response**
2.13 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas. Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all the coursework scheduling.
2.14 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE scorecard was in the Green. There was a surplus or increase in the five-year average, so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to other programs across the college. (e.g., same tuition and fees, number of credit hours, etc.)

assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format, and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face-to-face classes than in online classes. It should be noted that some of this data was collected during the Covid pandemic when all classes were in some form of "online". So students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the computer application program does meet the definition of a career pathway program. Students can first earn a certificate and then continue to earn their associate degree in IT-Computer Applications. We have formal 2 + 2 articulation agreements with EIU, SIU, Robert Morris, and Indiana State University.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the required program software from home to complete class assignments. Instructors are also utilizing zoom and hi-flex classroom technology in some classes to offer more flexibility to students
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and a "core" class - CIS160 Practical Software Applications (enrollment 125 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational.
3.7 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?	Students get hands on experience using a variety of Computer Application software in CIS-160, networking fundamentals in CIS-071, and designing professional looking websites in CIS-099. In addition, the program offers a 68-hour internship where students get on the job experience. The internship program has been very successful with many students receiving full time job offers at or near the end of the internship. The internships also serve to cement the knowledge that the program covers.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulations are currently in place with EIU (3 different degrees), SIU, Robert Morris, and Indiana State University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working IT majors has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized staff development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There is also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are ran on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching &

	learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is always available to students. We run on virtual machines, so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessment and asked how to improve or make changes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Each of the core classes in the program concentrate on quizzes and tests to get feedback on competency. The classes are modified (sped up or slowed down) based on the results of testing. Classroom questions are also highly encouraged, and team projects are given to aid in understanding and retention of information covered.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students seem extremely satisfied, as are employers who continue to hire students before they graduate. Student satisfaction information is officially collected from CCSSE surveys and Noel-Levitz surveys. Informal assessment happens continuously throughout the year as a result of student interactions in the classroom and during one-on-one advising.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	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 other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Community employers (many are former graduates) contact me on a regular basis about job openings and skill requirements for positions at their company. This continual conversation drives the learning areas of the program.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.

How is employer satisfaction information collected?	This information is collected informally from employers who contact the program coordinator looking for IT staff.
3.25 What are the program's strengths?	Excellent, certification-grade instruction in a wide array of IT topics adequately prepares students to hit the ground running in a range of IT jobs. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various application software and computer technology.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Upon fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

With the COVID pandemic, we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes.   Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost.

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. Each year may represent a cohort.

CTE Program	IT-Computer Applications Certificate				
CIP Code	52.0407				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	1	1	3	2
Number of Completers	1	1	1	3	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown, white, and more. In the IT-Computer Applications Program (degree and certificate) 80% are male and 20% are female 60% are part time and 40% are full time 87% are white and 13% are Asian, Black, or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the IT field. Course assessment and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.

Review Results	
Action	X Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated ☐Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the IT field. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. We continuously recruit whether it be promoting this to other program students, advertisements, etc. Couse assessments are completed bi-annually, and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.
Resources Needed	The program requires a continued ability to provide up to date equipment (or virtualized equipment) to support classes. Continued ability to provide new versions of software to our students including Microsoft Office - Word, Excel, Assess and PowerPoint along with Photoshop, Illustrator, and InDesign and access to Windows operating system. It also needs a continued evolution of subjects covered in all classes to align with the newest versions of industry certifications like MOU certification including Word, Excel, Assess, PowerPoint and Outlook.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Computer Applications program.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	FY 2018-2022			
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
IT-Network Administration (AAS.ITNET)	Degree	66	11.0401	CRT.ITNET
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				

Program Objectives
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*
	The concentration in Network Administration provides an intensive course of study that prepares a student to work in a business environment while maintaining or administering a microcomputer network. The core, required classes cover general areas in information technology and the concentration classes cover both the physical network and operating system environment in great detail.
	The learning outcomes are as follows:
	    1. Students will communicate correctly and effectively regarding computer and networking terminology and techniques and demonstrate a detailed knowledge of network topologies, wiring methodologies, and communication protocols and how they are implemented.
	
	    2. Students will demonstrate a mastery of the function of the primary components of the modern computer system and be able to evaluate the status of an improperly functioning computer system and employ proper troubleshooting techniques to repair or optimize the system.
	
	    3. Students will identify the purpose and functionality of a server operating system and demonstrate the ability to properly and efficiently install and configure a particular server machine.

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment are analyzed.
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	**Scott Rhine** – IT-Network Administration Program Coordinator – IT Instructor As program coordinator, I oversee the Net Admin degree, select and schedule adjunct instructors, teach eight of the nine core classes in the program and advise all of the majors. The IT programs also have an **advisory council** that consists of former students who have been in industry and can provide feedback on program direction and needed modifications. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialists** (They advise incoming freshmen on the program and coursework) **Advisory Council** – members provide input on skills needed for employability and new skills needed in the field.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree is currently 66 credit hours which was recently reduced from 67. The coursework is required to develop a well-rounded IT professional that is able to gain employment in the areas of OS support, networking support, help desk, Server and/or Infrastructure Administrator, Systems Administrator or Network Administrator. The broad range of skills required for those jobs requires 18 IT-related courses in addition to the required Gen Ed courses.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand for this occupation is steady with a 5-10% growth rate expected. Locally the demand for IT positions is expected to grow at approximately the same rate through 2028. Some IT jobs, especially in the field of security, may grow faster than expected as that field is ever-evolving. See 1.3 for citation.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has grown by 5% in the last 5 years and the outlook is good for continued growth in the next five years. As employees retire or move on, there will be open positions and several IT areas are actively expanding.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students

	and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
2.15 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if

checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.16 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE scorecard was in the Green. There was a surplus or increase in the five-year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the Net Admin program classes vary. All of the core classes are only available face to face due to their highly technical content and very aggressive coverage. Students definitely struggled online during Covid and estimated comprehension online was between 40 & 60%. Many other IT classes that support the program are offered both online and in person to meet a variety of student learning styles and scheduling needs. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and	Yes, the Network Administration program does meet the definition of a career pathway program. Students can first earn a certificate and then continue to earn their associate degree in IT-Network Administration. We have formal 2 + 2 articulation agreements with EIU, SIU, Robert Morris, and Indiana State University. In addition, Western Governor's University accepts all of our coursework without an official 2+2 agreement.

training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the VMWare Horizon VM structure that the college uses, the students can access required program software from home to complete class assignments. Some of the IT Instructors also utilize zoom and hi-flex classroom technology to offer more flexibility to students.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and a "core" class - CIS160 Practical Software Applications (enrollment 125 students) We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience terminating network cables in CIS081, designing a classroom network in CIS081, and designing a data center in CIS084. In addition, the program requires a 125 hour internship where students get on the job experience. The internship program has been very successful with many students receiving full time job offers at or near the end of the internship. The internships also serve to cement the knowledge that the program covers.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, the entire program is designed to prepare students for a wide variety of industry certifications. Specifically there are classes that target the Network+ cert (CIS081 Network Essentials), Security+ cert (CIS070 Network Security), Cisco CCNA certifications (CIS087 TCP/IP and Routing & CIS089 Advanced Routing) and the OS portion of the A+ certification (CIS079 Client OS). In addition, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulations are currently in place with EIU (3 different degrees), SIU, Robert Morris, and Indiana State University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working IT majors has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web

	site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the versions of all of the required software. In the Net Admin lab, we have a full, isolated lab that includes servers and connectivity equipment that is available for in-class lab work. Net Admin interns under my direction maintain the lab and all of the resources.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Each of the core classes in the program concentrate on quizzes and tests to get feedback on competency. The classes are modified (sped up or slowed down) on a daily basis based on the results of the weekly testing. Classroom questions are also highly encouraged and team study sessions are promoted in the cohorts to aid in understanding and retention of information covered.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students seem extremely satisfied, as are employers who continue to hire students before they graduate. Student satisfaction information is officially collected from CCSSE surveys and Noel-Levitz surveys. Informal assessment happens continuously throughout the year as a result of student interactions in the classroom and during one on one advising.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities,

	and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Community employers (many are former graduates) contact me on a regular basis about job openings and skill requirements for positions at their company. This continual conversation drives the learning areas of the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for IT staff.
3.25 What are the program's strengths?	Excellent, certification-grade instruction in a wide array of IT topics adequately prepares students to hit the ground running in a range of IT jobs. The advanced pace and intensity of the training allows students a much easier path to industry certification and provides necessary skills for employment in advanced placement jobs.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
With the COVID pandemic we had to make this program all online for several semesters. We are now back to face-to-face in all core classes while still offering a more flexible online option for some other general IT and Gen Ed classes.	

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. Each year may represent a cohort.

CTE Program	IT-Network Administration AAS.ITNET
CIP Code	11.0401

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	54	57	68	52	45
Number of Completers	11	8	15	14	9
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Net Admin Program (degree and certificate) 94% are male and 6% are female 25% are part time and 75% are full time 84% are white and 16% are Asian, Black or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the IT field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the IT field. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	The program requires a continued ability to provide up to date equipment (or virtualized equipment) to support classes such as Wireless Networking and Advanced Routing. It also needs a continued evolution of subjects covered in all classes to align with the newest versions of industry certifications.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Network Administration Degree.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2018-2022

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
IT-Digital Media Specialist (CRT.ITDMS)	Cert	31	11.1004	This is the lowest cert.

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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The certificate in Digital Media trains a student to work at the nexus of web development, movie production and broadcast TV production. The skills required for complete development of a video production from concept to completed broadcast over the air or on the web are covered. The learning outcomes are as follows: 1. Students will be able to demonstrate proficiencies in the use of a camera, non-linear editor and related hardware and software needed to complete routine video productions. 2. Students will be able to demonstrate proficiencies in the use of After Effects and plugins for the software that are needed to complete advanced video productions. 3. Students will be able to show competencies in independent, hands-on work for an outside client. The skills shown will verify a working skillset in basic production, editing, and distribution in both DVD and Web formats.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure*	The certificate has been very successful in training students. Graduates of the program have indicated that they feel prepared to move on for further training or gain entry-level employment. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention

rates, assessment of students meeting Program Learning Outcomes, etc.)	and graduates employment are analyzed.
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students to continue in the field.
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.	**Scott Rhine** – IT-Digital Media Specialist Coordinator – IT Instructor As program coordinator, I oversee the certificate, select and schedule classes, teach three of the four core classes in the program and advise all of the majors. The IT programs also have an **advisory council** that consists of former students who have been in industry and can provide feedback on program direction and needed modifications. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialists** (They advise incoming freshmen on the program and coursework) **Advisory Council** – members provide input on skills needed for employability and new skills needed in the field.
**CTE Program Review Analysis** Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 31 credit hours. The coursework covers basic video editing and effects work plus studio editing and general web site creation knowledge. The 31st hour of the program is an internship designed to create a portfolio of work so that the students can promote their skills and be more employable.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Since the certificate teaches students a wide variety of production, animation and web skills, and the job outlook is good because there are so many job areas for graduates to pursue. The low number of total students in the program roughly matches the local demand for graduates. See 1.3 for citation.
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 relatively the same in the past 5 years and the expectation is that it will not change in the future.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.

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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.17 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.18 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE scorecard was in the Green. There was a surplus or increase in the five-year average so the results exceeded the expectations.
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? Please explain.	n/a

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2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the DMS program classes vary. All of the core classes are only available face to face due to the hands-on, practical production involved. Many other IT classes that support the program are offered both online and in person to meet a variety of student learning styles and scheduling needs. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.

3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the DMS program does meet the definition of a career pathway program. Students can first earn a certificate and then continue to earn their associate degree in IT-Computer Applications. We have a formal 2 + 2 articulation agreement with Eastern Illinois University for the IT-Computer Application degree.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the VMWare Horizon VM structure that the college uses, the students can access required program software from home to complete class assignments. Some of the IT Instructors also utilize zoom and hi-flex classroom technology to offer more flexibility to students.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and an elective class - CIS160 Practical Software Applications (enrollment 125 students) We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience shooting, editing and producing videos. They are also taught TV studio techniques and practical web development skills. The internship for the program allows additional experience working for clients or businesses.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No, not at this time.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None specifically for this program but students can stack this certificate with the IT-Computer Applications degree which has a 2+2 articulation with Eastern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working majors has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and

	learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the versions of all of the required software. In the video production lab, we have the equipment necessary to shoot green screen footage and then edit using Adobe software on PCs. Interns under my direction maintain the video-related resources in the lab.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Each of the core classes in the program concentrate on production and so up to date resources are necessary to stay current. The software and training resources update frequently and the equipment is regularly refreshed to allow training on new cameras and accessories. Additional web-based resources are added each semester as they become available.
3.21 How satisfied are students with their preparation for	Students seem satisfied with the skills taught. The wide variety of training in the program lends itself to a range of employment options and most stack this program with

employment?	another degree to add even more skills.
How is this student satisfaction information collected?	Student satisfaction information is officially collected from CCSSE surveys and Noel-Levitz surveys. Informal assessment happens continuously throughout the year as a result of student interactions in the classroom and during one on one advising.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Since most students in the program stack another IT degree on top of this certificate, the employer interaction tends to be for degree graduates and not certificate graduates. Those that interact are enthusiastic the program adds additional video and web skills to an already diverse set of IT skills.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem satisfied. Most students stack this with another IT degree and so the wide range of skills learned in the process is useful to most businesses. This information is collected informally from employers who contact the program coordinator looking for IT staff.
3.25 What are the program's strengths?	The wide variety of classes which include: Video shooting and production, TV studio skills, web development basics, and 3D animation allow for a wide range of employment opportunities. The skills also stack well with other IT degrees and give graduates a competitive edge for employment.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic we had to make this program all online for several semesters. We are now back to face-to-face in all core classes while still offering a more flexible online option for some other general IT and Gen Ed classes.

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. Each year may represent a cohort.

CTE Program	IT-Digital Media Specialist - CRT.DMS				
CIP Code	11.1004				

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	3	2	4	3
Number of Completers	1	1	0	1	0
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Digital Media Specialist Program 67% are male and 33% are female 67% are part time and 33% are full time 33% are white and 67% are Black

How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the IT field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Because of the low number of current students in the program, the statistics are not representative of our district but the enrollment in the associated IT degrees that stack on this certificate are much more representative of the district makeup.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to move to the next level of education or entry-level employment in IT. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	The program requires a continued ability to provide up to date equipment to support the ever-changing video production field. It also needs a continued evolution of subjects covered in all classes to align with the newest versions of industry software.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and instructors of the coursework that is included in the IT-DMS certificate.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	FY 2018-2022			
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
IT-Network Administration (CRT.ITNET)	Cert	30	11.0401	This is the lowest cert.
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The certificate in Network Administration lays the foundation for entry level work as a network technician or PC technician. The course work is spread among the various information technology concentrations and allows for future completion of any of the IT degrees without complications. The certificate is excellent for supplementing another associate degree. The learning outcomes are as follows: 1. Students will communicate correctly and effectively regarding computer and networking terminology and techniques and demonstrate a detailed knowledge of network topologies, wiring methodologies, and communication protocols and how they are implemented. 2. Students will demonstrate a mastery of the function of the primary components of the modern computer system and be able to evaluate the status of an improperly functioning computer system and employ proper troubleshooting techniques to repair or optimize the system. 3. Students will demonstrate a proficiency in end-user business applications, internet and email software, and the GUI operating system environment.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How	The degree (completed after the certificate) has been very successful in training students. Graduates of the program have indicated that they feel prepared to move on for further training or gain entry-level employment. Every semester we are required to access our program learning			

do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment are analyzed.
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students to continue in the field.
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.	**Scott Rhine** – IT-Network Administration Program Coordinator – IT Instructor As program coordinator, I oversee the Net Admin degree and certificate, select and schedule adjunct instructors, teach eight of the nine core classes in the program and advise all of the majors. The IT programs also have an **advisory council** that consists of former students who have been in industry and can provide feedback on program direction and needed modifications. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialists** (They advise incoming freshmen on the program and coursework) **Advisory Council** – members provide input on skills needed for employability and new skills needed in the field.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 30 credit hours. The coursework covers entry-level support for the major IT systems and most students continue on to the degree where earning potential is greatly increased..
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand for this occupation is steady with a 5-10% growth rate expected. Locally the demand for IT positions is expected to grow at approximately the same rate through 2028. Some IT jobs, especially in the field of security, may grow faster than expected as that field is ever-evolving. See 1.3 for citation.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has grown by 5% in the last 5 years and the outlook is good for continued growth in the next five years. As employees retire or move on, there will be open positions and several IT areas are actively expanding.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events.

	• The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/)	Response
2.19 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas

• Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.20 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE scorecard was in the Green. There was a surplus or increase in the five-year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.
Indicator 3: Quality	Response

3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the Net Admin program classes vary. All of the core classes are only available face to face due to their highly technical content and very aggressive coverage. Students definitely struggled online during Covid and estimated comprehension online was between 40 & 60%. Many other IT classes that support the program are offered both online and in person to meet a variety of student learning styles and scheduling needs. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career	Yes, the Network Administration program does meet the definition of a career pathway program. Students can first earn a certificate and then continue to earn their associate degree in IT-Network Administration. We have formal 2 + 2 articulation agreements with EIU, SIU, Robert Morris, and Indiana State University. In addition, Western Governor's University accepts all of our coursework without an official 2+2 agreement.

services). If no, please describe if and how the college will improve the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the VMWare Horizon VM structure that the college uses, the students can access required program software from home to complete class assignments. Some of the IT Instructors also utilize zoom and hi-flex classroom technology to offer more flexibility to students.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and a "core" class - CIS160 Practical Software Applications (enrollment 125 students) We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience terminating network cables in CIS081, designing a classroom network in CIS081, and designing a data center in CIS084.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, the entire program is designed to prepare students for a wide variety of industry certifications. Specifically there are classes that target the Network+ cert (CIS081 Network Essentials) and the OS portion of the A+ certification (CIS079 Client OS). In addition, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel,

	PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 articulations are currently in place with EIU (3 different degrees), SIU, Robert Morris, and Indiana State University for the degree so that students can stack the credentials to earn a 4-year degree.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working IT majors has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new

	employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the versions of all of the required software. In the Net Admin lab, we have a full, isolated lab that includes servers and connectivity equipment that is available for in-class lab work. Net Admin interns under my direction maintain the lab and all of the resources.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Each of the core classes in the program concentrate on quizzes and tests to get feedback on competency. The classes are modified (sped up or slowed down) on a daily basis based on the results of the weekly testing.

Classroom questions are also highly encouraged and team study sessions are promoted in the cohorts to aid in understanding and retention of information covered. |
| 3.21 How satisfied are students with their preparation for employment?

How is this student satisfaction information collected? | Students seem extremely satisfied, as are employers who continue to hire degree students before they graduate.

Student satisfaction information is officially collected from CCSSE surveys and Noel-Levitz surveys. Informal assessment happens continuously throughout the year as a result of student interactions in the classroom and during one on one advising. |

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Community employers (many are former graduates) contact me on a regular basis about job openings and skill requirements for positions at their company. This continual conversation drives the learning areas of the program.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for IT staff.
3.25 What are the program's strengths?	Excellent, certification-grade instruction in basic IT topics that support the continuation toward the degree which adequately prepares students to hit the ground running in a range of IT jobs. The advanced pace and intensity of the training allows students a much easier path to industry certification and provides necessary skills for employment in advanced placement jobs.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic we had to make this program all online for several semesters. We are now back to face-to-face in all core classes while still offering a more flexible online option for some other general IT and Gen Ed classes.

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. Each year may represent a cohort.					
CTE Program	IT-Network Administration CRT.ITNET				
CIP Code	11.0401				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	10	3	1	2
Number of Completers	2	1	0	1	0
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Net Admin Program (degree and certificate) 94% are male and 6% are female 25% are part time and 75% are full time 84% are white and 16% are Asian, Black or unknown				
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the IT field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.				

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to move to the next level of education or entry-level employment in IT. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	The program requires a continued ability to provide up to date equipment (or virtualized equipment) to support classes. It also needs a continued evolution of subjects covered in all classes to align with the newest versions of industry certifications.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Network Administration degree/certificate.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2018-2022

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
Desktop Publishing (CRT.DPGD)	Cert	30	10.0303	This is the lowest cert.
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is to train students to work as a Desktop Publisher in a variety of settings. The learning outcomes are as follows: 1. Students will demonstrate knowledge of and apply InDesign software to create graphic designs. 2. Students will demonstrate knowledge of and apply Photoshop software to create graphic designs. 3. Students will demonstrate knowledge of and apply Illustrator software to create graphic designs.			

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The certificate has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	**Marcy Satterwhite** – Graphic Design and Desktop Publishing Program Coordinator – Business Instructor (As program coordinator I oversee the desktop publishing adjunct instructors, put together consistent course materials in our course management system for all of the "core" program classes. I also advise the students enrolled in the program and lead the graphic design/desktop publishing advisory council) **Kayla Darling** – Adjunct instructor and a working graphic designer and marketing manager. (Teaches the advanced desktop skills course, is part of the advisory council, and contributes to our graphic design handbook for students) **Jennifer DeWeese** – Adjunct instructor and graphic designer. (Teaches the beginning Photoshop, Illustrator, and InDesign classes, is part of the advisory council, and contributes to our graphic design handbook for students) We also have an **advisory council** that consists of several additional working desktop publishers and graphic designers--many who are former graduates of the Lake Land College graphic design program. The advisory council meets and provides input annually on changes that need to be implemented to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.

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.	Student Support Specialists (They advise incoming freshmen on the program and coursework) Advisory Council – members provide input on skills needed for employability and new skills needed in the field. Lake Land College Graphic Design Graduates Group – provide a network of members who share job opportunities, new skills and techniques, and other resources to former and new graduates of the program at Lake Land College.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 30 credit hours. This covers the basic desktop publishing skills needed. Most of the students continue on and earn the IT-Graphic Design Degree which increases their earning potential.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand for this occupation is declining slightly in the state. Locally the number is expected to decline slightly through 2028. An increase in the aging population will create some demand as current employees retire or change jobs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has declined in the last 5 years and the outlook is a slight decline for desktop publishing employees in the next five years. This program is more of a stepping stone towards the graphic design degree.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.

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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time. This certificate is a stepping stone to students earning the graphic design degree that makes them more versatile future employees.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
2.21 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.22 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surplus or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the Desktop Publishing program vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The IT Graphic Design program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the Desktop Publishing program does meet the definition of a career pathway program. Students can first earn a Desktop Publishing certificate and then continue to ern their Graphic Design associate degree. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Organization and Professional Development.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the adobe and other required program software from home to complete class assignments. Instructors are also utilizing zoom and hi-flex classroom technology in some classes to offer more flexibility to students
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and 1 program "core" classes. The Core class offered as dual credit is: CIS160 Practical Software Applications (enrollment 125 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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? | Students get hands on experience creating a variety of graphic designs in the Photoshop, Illustrator, and InDesign classes in our graphic design lab featuring an industry level color laser printer so they can see their designs through from on-screen to print. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE). | n/a |

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	All classes in the IT-Desktop Publishing Certificate count towards the IT-Graphic Design Associate Degree which then counts towards the 2+2 articulation that is in place with Eastern Illinois University so students can earn a Bachelor's degree in Organization and Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working graphic designers has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc. In the graphic design lab, we have a print shop level color laser printer; we also provide access to Mac computers in the graphic design classroom.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course contents have been changed in all of the core Adobe classes (InDesign, Photoshop, and Illustrator) to focus more on areas where students were struggling on assessment items. All core Adobe classes were also put into our College's course management system to ensure consistency in course content across multiple sections of some courses. The graphic design instructors got together and created a handbook that can be used throughout the program and after graduation to help reinforce some of the weaker skill areas we were noticing in students.

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students seem extremely satisfied. The program coordinator conducts an informal survey of students each semester during advising time about their experiences in the program and the input is always very positive. Student satisfaction information is collected from these sources: 1)CCSSE surveys, 2) Noel-Levitz surveys, 3) Program assessment questions-many of which are gleaned from capstone courses 4)informal assessment derived from communicating with students during mandatory advisement periods
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers often contact the program coordinator looking for interns. The adobe class students have created designs for several organizations as class projects.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for graphic designers.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various office equipment and print technology. They also utilize a wide variety of software programs and needed skills in the graphic design field
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes.   Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office and Adobe software without having to purchase those tools.

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. Each year may represent a cohort.

CTE Program	Desktop Publishing CRT.DPGD				
CIP Code	100303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	2	1	2	1
Number of Completers	1	3	7	6	4
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race,	Note: Students at Lake Land College can only declare 1 major so this throws off the number of students enrolled data. Many IT-Graphic Design majors, and other IT program majors, earn a Desktop Publishing Certificate in addition to their IT Degree even though they are not declared as an IT-Desktop Publishing Major. Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Graphic Design and IT-Desktop Publishing Program Combined 45% are male and 55% are female 42% are part time and 58% are full time 97% are white and 3% are Hispanic or unknown

special population status & race, etc.)	
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the desktop publishing field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)

Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the graphic design field and have other skills beneficial to the office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	Continued ability to provide the adobe software to our students (Photoshop, Illustrator, and InDesign in particular), continued access to both Mac and Windows operating system computers, continued access to a color laser printer so students can view their printed projects.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Desktop Publishing Certificate.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2018-2022

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
IT-Graphic Design (AAS.DPGD)	Degree	62	10.0303	CRT.DPGD

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable
credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is to train students to work as a Graphic Designer in a variety of settings. The learning outcomes are as follows: 1. Students will demonstrate knowledge of good principles of graphic design and apply design techniques to create visually appealing, professional designs using InDesign, Photoshop, and Illustrator software tools. 2. Students will demonstrate knowledge of and apply Microsoft office tools including Excel, Word, PowerPoint, and Publisher to create professional business documents. 3. Students will demonstrate knowledge of the latest web page design trends and apply them to create visually appealing, professional web sites using a web editor program.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.

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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	Marcy Satterwhite – Graphic Design and Desktop Publishing Program Coordinator – Business Instructor (As program coordinator I oversee the graphic design adjunct instructors, teach the program capstone class and put together consistent course materials in our course management system for all of the "core" program classes. I also advise the students enrolled in the program and lead the graphic design/desktop publishing advisory council) Kayla Darling – Adjunct instructor and a working graphic designer and marketing manager. (Teaches the advanced desktop skills course, is part of the advisory council, and contributes to our graphic design handbook for students) Jennifer DeWeese – Adjunct instructor and graphic designer. (Teaches the beginning Photoshop, Illustrator, and InDesign classes, is part of the advisory council, and contributes to our graphic design handbook for students) We also have an advisory council that consists of several additional working graphic designers--many who are former graduates of the Lake Land College graphic design program. The advisory council meets and provides input annually on changes that need to be implemented to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	Student Support Specialists (They advise incoming freshmen on the program and coursework) Print Shop Internship – Students complete a print shop internship at the college print shop and the supervisor is very involved in the training process and follow up evaluation process. Advisory Council – members provide input on skills needed for employability and new skills needed in the field. Lake Land College Graphic Design Graduates Group – provide a network of members who share job opportunities, new skills and techniques, and other resources to former and new graduates of the program at Lake Land College.

Lake Land College - District 51701

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree is 62 credit hours. The coursework is required to develop graphic design, office, marketing and web development skills. A graphic designer needs skills in all of these areas to be successful in the field. Many employers have their graphic designer take on multiple areas of responsibility in the field so graduates need to take classes in all of these areas to be employable. Students are prepared for employment as a graphic designer, web designer, marketing manager, office professional and other jobs in a variety of business environments.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand for this occupation is slower than average in Illinois but overall fairly steady. Locally the demand for graphic designers and the number of positions available is expected to remain the same through 2028. An increase in the aging population will create some demand as current employees retire or change jobs.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has remained steady in the last 5 years and the outlook is good for a consistent amount of employees in the next five years. As employees retire or move on, there will be open graphic designer positions.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are

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program?)	used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.23 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas

• Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.24 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surplus or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the Graphic Design program vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway	Yes, Graphic Design does meet the definition of a career pathway program. Students can first earn a Desktop Publishing certificate and then continue to ern their Graphic Design associate degree. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Organization and Professional Development.

elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the adobe and other required program software from home to complete class assignments. Instructors are also utilizing zoom and hi-flex classroom technology in some classes to offer more flexibility to students
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and 2 program "core" classes. The Core classes offered as dual credit are: CIS160 Practical Software Applications (enrollment 125 students) and BUS079 Professional Development (enrollment 16 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience creating a variety of graphic designs in the capstone class. This class functions as a simulated internship in an office environment to be sure each student is getting the same hands-on experience they need to prepare them to enter the job market. Students also participate in a print shop internship in the College Print Shop. Upon completion of the print shop internship, the program coordinator will meet with the supervisor to discuss the skills of the students and program improvements to meet the needs of the students to be employable.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include	n/a

examination pass rates and the number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Organization and Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working graphic designers has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.

3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc. In the graphic design lab, we have a print shop level color laser printer; we also provide access to Mac computers in the graphic design classroom. Students also have the opportunity to use several pieces of print technology during their print shop internship as part of the program.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course contents have been changed in all of the core Adobe classes (InDesign, Photoshop, and Illustrator) to focus more on areas where students were struggling on assessment items. All core Adobe classes were also put into our College's course management system to ensure consistency in course content across multiple sections of some courses. Outcomes from the higher level advanced desktop skills and capstone course showed a need for improvement in a few specific skill areas (such as creating logos). The graphic design instructors got together and created a handbook that can be used throughout the program and after graduation to help reinforce some of those skill areas.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students seem extremely satisfied. The program coordinator conducts a "capstone survey" of students about to graduate each spring. Graduates are informally surveyed through the program graduate group and many former graduates have served on the advisory committee. Student satisfaction information is collected from these sources: 1)CCSSE surveys, 2) Noel-Levitz surveys, 3) Program assessment questions-many of which are gleaned from capstone courses 4)informal assessment derived from communicating with students during mandatory advisement periods

Lake Land College - District 51701

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Print shop internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for graphic designers.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various office equipment and print technology. They also utilize a wide variety of software programs and needed skills in the graphic design field
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

With the COVID pandemic we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes.   Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office and Adobe software without having to purchase those tools.

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. Each year may represent a cohort.

CTE Program	IT-Graphic Design AAS.DPGD				
CIP Code	10.0303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	26	34	28	25
Number of Completers	3	6	6	5	3
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Graphic Design and IT-Desktop Publishing Program Combined 45% are male and 55% are female 42% are part time and 58% are full time 97% are white and 3% are Hispanic or unknown

How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the graphic design field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the graphic design field and have other skills beneficial to the office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	Continued ability to provide the adobe software to our students (Photoshop, Illustrator, and InDesign in particular), continued access to both Mac and Windows operating system computers, continued access to a color laser printer so students can view their printed projects.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Graphic Design Degree.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2018-2022

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
Medical Coding & Health Information (AAS.HIMC)	Degree	61	51.0713	NPD.OFS.MED AAS.OFMED CRT.MDTRN CRT.MCS

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

| **Program Objectives**
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | The overarching objective is to train students to work as a Medical Coder in a variety of medical settings (clinics, doctors' offices, hospitals, etc.) and be able to work from home. The learning outcomes are as follows:
1.) Analyze medical reports and charts to apply CPT approved codes.
2.) Code operative notes, medical charts, progress notes and office visits.
3.) Apply CPT codes and modifiers accurately using CPT approved codes
4.) Analyze medical reports to apply ICD-10-CM approved codes.
5.) Apply ICD-10-CM codes accurately using ICD-10-CM approved codes
6.) Understand healthcare reimbursement methodologies.
7.) Students will define, differentiate and apply healthcare statistics and the common formulas used by hospitals and physicians' offices.
8.) Demonstrate knowledge of medical terms, prefixes, suffixes, and word roots.
9.) Understand the background of credentialing and physician approval.
10.) Apply and understand the steps of the decision making process of ethical decision making with Health Information Management. |

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.
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 make regular, minor improvements to the program. We are able to update coding books annually from donations from Sarah Bush Lincoln Health Center. The program remains strong and has consistently prepared students for the workforce.
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.	Kathleen Daugherty – Office Professionals Program Coordinator – Medical/Business Instructor (As program coordinator I teach all the Introduction to CPT & ICD-10-CM coding classes, transcription classes, other classes as allowed in my schedule and oversee the internship as well as advise the students enrolled in the program and a member of the advisory council) Sarah Wright, MBA, RHIA, CPC – Coding Specialist Educator (Teaches many coding classes and is part of the advisory council) Rachel Daugherty – PharmD – Walgreens Pharmacists/Manager. (Teaches healthcare statistics and is part of the advisory council) We also have an advisory council that consists of Medical Coders, Medical Office Assistants, Executive Assistants, Medical Transcriptionist, and more. The advisory council provides input on changes that need to be implemented annually to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.

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.	Student Support Specialists (Advises incoming freshmen on the program and coursework) Various Internship Locations – Students complete an internship at various locations and the supervisors is very involved in the training process and evaluation process. Advisory Council members – members provide locations for students to complete internships or can make recommendations for locations.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 41 credit hours. The coursework is required to develop keyboarding/computer skills, CPT, ICD-10-CM and HCPCS coding skills, Medical insurance and billing skills, understand and pronouncing medical terminology, medical transcription skills and office skills. The Medical Coders skills have changed to include technical and computer skills. Most coders work from home so must have these skills. Students are prepared for employment as a Medical Coder and other jobs as assigned in a medical office.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand for this occupation has increased with the health care demand in our country. Local hospitals, clinics are always posting positions available and students graduating from our program are gaining employment locally. An increase in the aging population will create some demand for medical coding services as well. This is a high demand career. (apps.illinoisworknet.com)
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has changed in the last 5 years and the outlook is good for employees. There has been a 14% increase in the Medical Records field and it is only going to continue to grow. This is a high demand job in our area. Aging transcriptionists will open positions. 58.1% of current employees in are district are 45 and over. (Source:

	ENSI)
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high school and service organizations to promote the program. • The program coordinator utilizes local media outlets to advertise promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Laker Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once she has approved the needs/changes, paperwork is completed to be able present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	No, not at this time.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.25 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.26 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surpluses or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and flyers to the local community. The public relations director did all this.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery method for the Medical Coding program is offered all online. Students can take some classes traditionally but there is always a section offered online. The course persistence report that is part of the PIE report shows that students did better traditionally in some classes and better online in others. It was about even through the coursework.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, Medical Coding does meet the definition of a career pathway program. Students can first earn an Office Support Specialist – Medical (non degree program) and then continue to earn their Medical Coding Specialist Certificate, Medical Coding and Health Information Degree, Medical Transcriptionist certificate and then to earn the associate degree in Medical Office Professional. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Organization and Professional Development.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the new technology and virtual machines that the college uses, the lead instructor set up a system so the students could access special software and they do not have to purchase it. For Medical Transcription, the students can get the dictation files from a Canvas assignment and use the Express Scribe software, foot pedal and headphones from home to complete the exercises. They are able to get the latest coding books annually with the donations from Sarah Bush Lincoln Health Center.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program does offer a few dual credit courses. There are only 2 classes offered as dual credit. CIS160 Practical Software Applications (enrollment 125 students) and BUS141 Business Communication (enrollment 33 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience using the footpedal and dictation files in their coursework. Upon completion of the program, they can complete an internship, which requires 60 hours of work based learning or they can complete a Clinic and Hospital Cert Prep classes that prepares them to sit for their Medical Coding Credentialing exams. We have provided either option because so many students live out of state or work full-time and cannot take off to complete an internship. This has really benefited our students. Many student will take the cert prep courses and then will enroll in the 1 hour internship as well. Upon completion of the internship, the program coordinator will meet with the supervisor to discuss the coding skills of the students and discuss program improvements to meet the needs of the

	local community.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, 1.) CPC (Certified Professional Coder) – AAPC, American Academy of Professional Coders; 2.) CCA (Certified coding Associate) – AHIMA, American Health Information Management Association; 3.) CCS (Certified Coding Specialist) – AHIMA, American Health Information Management Association; 3.) Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Yes, 1.) CPC (Certified Professional Coder) – AAPC, American Academy of Professional Coders; 2.) CCA (Certified coding Associate) – AHIMA, American Health Information Management Association; 3.) CCS (Certified Coding Specialist) – AHIMA, American Health Information Management Association; We do not have a record of pass rates or the number of students who take the exams listed above. This is something that they do after they have completed the curriculum. We do ask students to let us know how they do after they complete the exam and I usually hear from 5 or 6 students a year and I have only had one who reported they did not pass the CPC exam on the first try but did on the second.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Organization and Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other	There have been no new partnerships formed. As more students complete the program and find locations to complete internships, I foresee more partnerships being formed.

partnerships?	
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. In addition, the program allows for placement in the work place via an internship. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty has been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Word, Excel, Assess, PowerPoint, Express Scribe, etc.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes

	to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Instructors have developed many additional coding exercises to give students more practice with their manual coding books. Covid has also not allowed students to complete internships so we developed the Cert Prep courses so students could prepare better for credentialing exams. We monitor and compare assessments annually.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students and employers seem extremely satisfied. We do not send out a survey but I am basing this data off the cert prep quizzes and internship evaluations.. Student satisfaction information is collected from these sources: 1)CCSSE surveys, 2) Noel-Levitz surveys, 3) Program assessment questions-many of which are gleaned from capstone courses 4)informal assessment derived from communicating with students during mandatory advisement periods
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Their input, assessment and training of our students in their internship will provide the program coordinator with input about graduates and their skills. This is also documented on the evaluation that is completed after the internship is completed.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various office equipment and software programs and skills (medical coding, transcription, etc.) that is unique to the medical office setting.

3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program. Local employers are always contacting the college for potential employees, we do call me often for recommendations so I am sure students are getting hired locally.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With COVID we have had to make this program all online with zoom capabilities. We also had trouble with internships as the medical facilities were not allowing interns in with COVID but that will also be opening up in the near future. Because of this we created the Cert Prep courses and it has been very beneficial. Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office 2021.

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. Each year may represent a cohort.

CTE Program	Medical Coding and Health Information				
CIP Code	51.0708				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	47	48	55	42	51
Number of Completers	16	12	20	23	21
Other (Please identify)					

| What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may | Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more.

In the Medical Office Degrees Combined: (Medical Coding & Health Information Degree, Medical Coding Specialist Certificate and |

include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Medical Transcriptionist Certificate) 9% are male and 91% are female 42% are part time and 58% are full time 91% are white and 4% are Hispanic 2% are Black and 3% are unknown Enrollment status: Continuing Their Education – 67% New Enrollment – 16% Readmit – 13% New Transfer – 4%
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the medical office setting with skills as a medical coder. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we a constantly exploring and expanding marketing and recruitment efforts.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district, white and female. However, we do have a greater percentage of female students and their average age is higher than the college average.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the medical coding field and have other skills beneficial to the medical office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to Medical Coding students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the Medical Coding Specialist Certificate.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2018-2022

Program Identification Information

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| To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of* | The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the |

graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)	whole campus for every class and every program. Reports on retention and graduates employment is analyzed.
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1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has changed in the last 5 years and the outlook is good for employees. There has been a 14% increase in the Medical Records field and it is only going to continue to grow. This is a high demand job in our area. Aging transcriptionists will open positions. 58.1% of current employees in are district are 45 and over. (source: ENSI)
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	- The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. - Instructors from this program are guest speakers at local high school and service organizations to promote the program. - The program coordinator utilizes local media outlets to advertise promote relevant events in the classroom and

	beyond. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Laker Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once she has approved the needs/changes, paperwork is completed to be able present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	No, not at this time.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
2.27 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas

• Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.28 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surpluses or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and flyers to the local community. The public relations director did all this.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery method for the Medical Coding program is offered all online. Students can take some classes traditionally but there is always a section offered online. The course persistence report that is part of the PIE report shows that students did better traditionally in some classes and better online in others. It was about even through the coursework.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, Medical Coding does meet the definition of a career pathway program. Students can first earn an Office Support Specialist – Medical (non degree program) and then continue to earn their Medical Coding Specialist Certificate, Medical Coding and Health Information Degree, Medical Transcriptionist certificate and then to earn the associate degree in Medical Office Professional. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Organization and Professional Development.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the new technology and virtual machines that the college uses, the lead instructor set up a system so the students could access special software and they do not have to purchase it. For Medical Transcription, the students can get the dictation files from a Canvas assignment and use the Express Scribe software, foot pedal and headphones from home to complete the exercises. They are able to get the latest coding books annually with the donations from Sarah Bush Lincoln Health Center.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program does offer a few dual credit courses. There are only 2 classes offered as dual credit. CIS160 Practical Software Applications (enrollment 125 students) and BUS141 Business Communication (enrollment 33 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience using the footpedal and dictation files in their coursework. Upon completion of the program, they can complete an internship, which requires 60 hours of work based learning or they can complete a Clinic and Hospital Cert Prep classes that prepares them to sit for their Medical Coding Credentialing exams. We have provided either option because so many students live out of state or work full-time and cannot take off to complete an internship. This has really benefited our students. Many student will take the cert prep courses and then will enroll in the 1 hour internship as well. Upon completion of the internship, the program coordinator will meet with the supervisor to discuss the coding skills of the students and discuss program improvements to meet the needs of the local community.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes,
	    1.) CPC (Certified Professional Coder) – AAPC, American Academy of Professional Coders;
	    2.) CCA (Certified coding Associate) – AHIMA, American Health Information Management Association;
	    3.) CCS (Certified Coding Specialist) – AHIMA, American Health Information Management Association;
	    4.) Microsoft Office Specialist certifications are available to students during the program. Students can receive

	MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Yes, 1.) CPC (Certified Professional Coder) – AAPC, American Academy of Professional Coders; 2.) CCA (Certified coding Associate) – AHIMA, American Health Information Management Association; 3.) CCS (Certified Coding Specialist) – AHIMA, American Health Information Management Association; We do not have a record of pass rates or the number of students who take the exams listed above. This is something that they do after they have completed the curriculum. We do ask students to let us know how they do after they complete the exam and I usually hear from 5 or 6 students a year and I have only had one who reported they did not pass the CPC exam on the first try but did on the second.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Organization and Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	There have been no new partnerships formed. As more students complete the program and find locations to complete internships, I foresee more partnerships being formed.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. In addition, the program allows for placement in the work place via an internship. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty has been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per

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development is needed?	academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Word, Excel, Assess, PowerPoint, Express Scribe, etc.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Instructors have developed many additional coding exercises to give students more practice with their manual coding books. Covid has also not allowed students to complete internships so we developed the Cert Prep courses so students could prepare better for credentialing exams. We monitor and compare assessments annually.
3.21 How satisfied are students with their preparation for	Students and employers seem extremely satisfied. We do not send out a survey but I am basing this data off the cert prep quizzes and internship evaluations.. Student

employment? How is this student satisfaction information collected?	satisfaction information is collected from these sources: 1.)CCSSE surveys, 2.) Noel-Levitz surveys, 3.) Program assessment questions-many of which are gleaned from capstone courses 4.) Informal assessment derived from communicating with students during mandatory advisement periods
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Their input, assessment and training of our students in their internship will provide the program coordinator with input about graduates and their skills. This is also documented on the evaluation that is completed after the internship is completed.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various office equipment and software programs and skills (medical coding, transcription, etc.) that is unique to the medical office setting.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program. Local employers are always contacting the college for potential employees, we do call me often for recommendations so I am sure students are getting hired locally.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

With COVID we have had to make this program all online with zoom capabilities. We also had trouble with internships as the medical facilities were not allowing interns in with COVID but that will also be opening up in the near future. Because of this we created the Cert Prep courses and it has been very beneficial. Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office 2021.

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. Each year may represent a cohort.

CTE Program	Medical Coding Specialist				
CIP Code	51.0708				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	34	28	23	34	24
Number of Completers	19	17	19	23	23
Other (Please identify)					

| What disaggregated data was reviewed?
If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.) | Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more.

In the Medical Office Degrees Combined: (Medical Coding & Health Information Degree, Medical Coding Specialist Certificate and Medical Transcriptionist Certificate)

9% are male and 91% are female
42% are part time and 58% are full time
91% are white and 4% are Hispanic 2% are Black and 3% are unknown

Enrollment status:
Continuing Their Education – 67%
New Enrollment – 16%
Readmit – 13%
New Transfer – 4% |

How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the medical office setting with skills as a medical coder. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we a constantly exploring and expanding marketing and recruitment efforts.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district, white and female. However, we do have a greater percentage of female students and their average age is higher than the college average.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the medical coding field and have other skills beneficial to the medical office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to Medical Coding students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the Medical Coding Specialist Certificate.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2022

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
Medical Transcriptionist (CRT.MDTRN)	Cert	36	51.0708	NPD.OFS.MED AAS.OFMED CRT.MCS AAS.HIMC

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 within this template or results may be reported within its own template. This is at the discretion of the college.	
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is to train students to work as a Medical Transcriptionist in a variety of medical settings (clinics, doctors' offices, hospitals, etc.) The learning outcomes are as follows: 1.) Keyboard from straight copy material at a minimum speed of 52 words per minute for five minutes with seven errors or less. 2.) Demonstrate knowledge of medical terms, prefixes, suffixes, and word roots. 3.) Communicate effectively and professionally through proper use of communication techniques. 4.) Demonstrate professional and interpersonal human relations skills. 5.) Demonstrate knowledge of medical vocabulary, transcription techniques and equipment. 6.) Demonstrate knowledge of medical insurance and coding procedures.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students*	The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.

meeting Program Learning Outcomes, etc.)	
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	Kathleen Daugherty – Office Professionals Program Coordinator – Medical/Business Instructor (As program coordinator I teach all the transcription classes and oversee the internship as well as advise the students enrolled in the program and a member of the advisory council) Lisa Earp – Office Professionals Program Coordinator/Business Instructor (Teaches some of the office skills classes and is part of the advisory council) We also have an advisory council that consists of Medical Coders, Medical Office Assistants, Executive Assistants, Medical Transcriptionist, and more. The advisory council provides input on changes that need to be implemented annually to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	Student Support Specialists (She advises incoming freshmen on the program and coursework) Various Internship Locations – Students complete an internship at various locations and the supervisors is very involved in the training process and evaluation process. Advisory Council members – members provide locations for students to complete internships or can make recommendations for locations.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 36 credit hours. The coursework is required to develop keyboarding skills, medical transcription skills and office skills. The transcriptionist job responsibilities have changed in the past few years because of voice recognition software and the students now need other skills to stay in the job. Students are prepared for employment as a transcriptionist, proofer and other jobs as assigned in a medical office.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand for this occupation has declined. Automation will slow growth because speech recognition technology is making transcriptionists more productive. An increase in the aging population will create some demand for medical transcription services. (apps.illinoisworknet.com)
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has changed in the last 4 years and the outlook is good for a small amount of employees. Aging transcriptionists will open positions. 58.1% of current employees in are district are 45 and over.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high school and service organizations to promote the program. • The program coordinator utilizes local media outlets to advertise promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email and texts) are

	used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events. • The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once she has approved the needs/changes, paperwork is completed to be able present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	No, not at this time.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
○ How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic

• Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Scheduling Coordinator who does all of the coursework scheduling.
0 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surpluses or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and flyers to the local community. The public relations director did all this.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the Medical Transcription program are all online. Students can take some classes traditionally but there is always a section offered online. The course persistence report that is part of the PIE report shows that students did better traditionally in some classes and better online in others. It was about even through the coursework.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, Medical Transcription does meet the definition of a career pathway program. Students can first earn an Office Support Specialist – Medical (non degree program) and then continue to earn their Medical Transcriptionist certificate and then to earn the associate degree in Medical Office Professional. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Organization and Professional Development.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the new technology and virtual machines that the college uses, the lead instructor set up a system so the students could access the dictation files from a Canvas assignment and use the Express Scribe software, foot pedal and headphones from home to complete the exercises.
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program does offer a few dual credit courses. There are only 2 classes offered as dual credit. CIS160 Practical Software Applications (enrollment 125 students) and BUS079 Professional Development (enrollment 16 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience using the footpedal and dictation files in their coursework. Upon completion of the program, they must complete an internship, which requires 187.5 hours of work based learning. Transcriptionists at their internship location supervise the students. Upon completion, the program coordinator will meet with the supervisor to discuss the skills of the students and program improvements to meet the needs of the local community.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a

3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Organization and Professional Development.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	There have been no new partnerships formed. As more students complete the program and find locations to complete internships, I foresee more partnerships being formed.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. In addition, the program allows for placement in the work place via an internship. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty has been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Word, Excel, Assess, PowerPoint, Express Scribe, etc.

3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Keyboarding speed requirements were reduced from 55 wpm for 5 minutes with 7 or fewer errors to 50 wpm. Dictations now have background noises while students are typing them up. We monitor and compare assessments annually.

3.21 How satisfied are students with their preparation for employment?
 	
How is this student satisfaction information collected?
	Students and employers seem extremely satisfied. We do not send out a survey but I am basing this data off the internship evaluation. Students and supervisors complete one and then we assess the data. Student satisfaction information is collected from these sources:
	    1)CCSSE surveys,
	    2) Noel-Levitz surveys,
	    3) Program assessment questions-many of which are gleaned from capstone courses
	    4) Informal assessment derived from communicating with students during mandatory advisement periods

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Their input, assessment and training of our students in their internship will provide the program coordinator with input about graduates and their skills. This is also documented on the evaluation that is completed after the internship is completed.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. Students receive training on various office equipment and software programs and skills (medical coding, transcription, etc.) that is unique to the medical office setting.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program. Local employers are always contacting the college for potential employees, and we do not have the numbers to fill the demand.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
With COVID we have had to make this program all online with zoom capabilities. We are now going back to face-to-face with some classes but keeping others all online. We also had trouble with internships as the medical facilities were not allowing interns in with COVID but that will also be opening up in the near future. Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office 2021.	

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. Each year may represent a cohort.

CTE Program	Medical Transcriptionist
CIP Code	51.0708

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	4	4	3	4
Number of Completers	1	0	0	0	1
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more.
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the medical office setting. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)?	No, the data encompassed all aspects of the program.

Please explain.	
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we a constantly exploring and expanding marketing and recruitment efforts.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district, white and female. However, we do have a greater percentage of female students and their average age is higher than the college average.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the medical transcription field and have other skills beneficial to the medical office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to Medical Coding students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the Medical Transcription Certificate.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2022

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
IT-Programming (AAS.ITPRO)	Degree	62	11.0201	CRT.ITPROG

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is to train students to work as a programmer in a variety of settings. The learning outcomes are as follows: 1.) Students will demonstrate knowledge of good principles of programming and apply programming techniques to create efficient software using JavaScript, Python, and object-oriented programming languages. 2.) Students will demonstrate knowledge of and apply version control tools such as git to organize and manage professional projects. 3.) Students will demonstrate knowledge of the latest programming trends and apply them to create effective software solutions.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.

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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	James Munger – Programming and Web Design Program Coordinator – Information Technology Instructor (As program coordinator I design and maintain the program and course curriculum, and teach each course. I also advise the students enrolled in the program and lead the information technology advisory council) Scott Rhine – Network Administration Program Coordinator – Information Technology Instructor. Scott and I collaborate on developing and maintaining Information Technology programs and courses, as well as the advisory council. We also have an advisory council that consists of several additional working web developers--many who are former graduates of the program. The advisory council meets and provides input annually on changes that need to be implemented to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	Student Support Specialists (They advise incoming freshmen on the program and coursework) ISS Internship – Students complete an internship at the college Information Systems And Services and the supervisor is very involved in the training process and follow up evaluation process. Advisory Council – members provide input on skills needed for employability and new skills needed in the field. Effingham Area Developers Group – provide a network of members who share job opportunities, new skills and techniques, and other resources to former and new graduates of the program at Lake Land College.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree is 62 credit hours. The coursework is required to develop programming and web development skills. A programmer needs skills in all of these areas to be successful in the field. Many employers have their programmers take on multiple areas of responsibility in the field so graduates need to take classes in all of these areas to be employable. Students are prepared for employment as a programmer, web developer and other jobs in a variety of information technology environments.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The demand for software developers within the State of Illinois remains very strong with a projected increase during the ten year period of 2022-2032. All occupations within the State of Illinois are projected to increase 5.93%, while software developer positions are projected to grow 32.42%, an overwhelming 446.71% greater increase than the projection for all occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for software developers within the State of Illinois in the last five years has increased and is predicted to increase a total of 32.42% within the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events.

	• The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas

• Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surplus or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the programming program vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway	Yes, Programming does meet the definition of a career pathway program. Students can first earn a Programming certificate and then continue to ern their Programming associate degree. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Management and Information Systems.

elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the adobe and other required program software from home to complete class assignments. Instructors are also utilizing zoom and hyflex classroom technology in some classes to offer more flexibility to students
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and 2 program "core" classes. The Core classes offered as dual credit are: CIS160 Practical Software Applications (enrollment 125 students) and CIS099 Intro to Web Technology (enrollment 16 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience creating a variety of projects in the capstone class. This class functions as a simulated internship in a professional environment to be sure each student is getting the hands-on experience they need to prepare them to enter the job market. Students also participate in internships with local businesses, and software developers. Upon completion of an internship, the program coordinator will meet with the supervisor to discuss the skills of the students and program improvements to meet the needs of the students to be employable.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the	n/a

number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Management Information Systems.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working software developers has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.

3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc. We also provide access to Mac computers in our graphic design classroom. Students also have the opportunity to use cloud-based virtual web servers for coursework, independent projects, and during internship.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course contents have been changed in all of the core courses to focus more on areas where students were struggling on assessment items. All core classes were also put into our College's course management system to ensure consistency in course content across multiple sections of some courses. Outcomes from the higher level courses showed a need for improvement in a few specific skill areas (such as project planning). Using the Canvas Learning Management System. A course was created with tools and guides regarding industry best practices to help students prepare for rapidly changing technology.

3.21 How satisfied are students with their preparation for employment?
 	
How is this student satisfaction information collected?
	Students seem extremely satisfied. The program coordinator conducts a "capstone survey" of students about to graduate each spring. Graduates are informally surveyed through the program graduate group and many former graduates have served on the advisory committee. Student satisfaction information is collected from these sources:
	    1.) CCSSE surveys,
	    2.) Noel-Levitz surveys,
	    3.) Program assessment questions-many of which are gleaned from capstone courses
	    4.) Informal assessment derived from communicating with students during mandatory advisement periods

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for programmers.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. They also utilize a wide variety of software programs and needed skills in the programming field.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

With the COVID pandemic we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes.   Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office and Adobe software without having to purchase those tools.

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. Each year may represent a cohort.

CTE Program	IT-Programming AAS.ITPRO				
CIP Code	11.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	53	50	44	39	42
Number of Completers	12	10	7	8	9
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Programming Program 81% are male and 19% are female 42% are part time and 58% are full time 97% are white and 3% are Hispanic or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the programming field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the programming field and have other skills beneficial to the office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	Continued ability to provide the virtual machines, continued access to both Mac and Windows operating system computers, continued access to high speed internet.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Programming Degree.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2022

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
IT-Programming (CRT.ITPRO)	Cert	30	11.0201	CRT.ITPROG

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is to train students to work as a programmer in a variety of settings. The learning outcomes are as follows: 1.) Students will demonstrate knowledge of good principles of programming and apply programming techniques to create efficient software using JavaScript, Python, and object-oriented programming languages. 2.) Students will demonstrate knowledge of and apply version control tools such as git to organize and manage professional projects. 3.) Students will demonstrate knowledge of the latest programming trends and apply them to create effective software solutions.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The certificate has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.

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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	James Munger – Programming and Web Design Program Coordinator – Information Technology Instructor (As program coordinator I design and maintain the program and course curriculum, and teach each course. I also advise the students enrolled in the program and lead the information technology advisory council) Scott Rhine – Network Administration Program Coordinator – Information Technology Instructor. Scott and I collaborate on developing and maintaining Information Technology programs and courses, as well as the advisory council. We also have an advisory council that consists of several additional working web developers--many who are former graduates of the program. The advisory council meets and provides input annually on changes that need to be implemented to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	Student Support Specialists (They advise incoming freshmen on the program and coursework) ISS Internship – Students complete an internship at the college Information Systems And Services and the supervisor is very involved in the training process and follow up evaluation process. Advisory Council – members provide input on skills needed for employability and new skills needed in the field. Effingham Area Developers Group – provide a network of members who share job opportunities, new skills and techniques, and other resources to former and new graduates of the program at Lake Land College.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	

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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 30 credit hours. The coursework is required to develop programming and web development skills. A programmer needs skills in all of these areas to be successful in the field. Many employers have their programmers take on multiple areas of responsibility in the field so graduates need to take classes in all of these areas to be employable. Students are prepared for employment as a programmer, web developer and other jobs in a variety of information technology environments.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The demand for software developers within the State of Illinois remains very strong with a projected increase during the ten year period of 2022-2032. All occupations within the State of Illinois are projected to increase 5.93%, while software developer positions are projected to grow 32.42%, an overwhelming 446.71% greater increase than the projection for all occupations. See 1.3 for citations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for software developers within the State of Illinois in the last five years has increased and is predicted to increase a total of 32.42% within the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students and inform them of the details of the program. • The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events.

	• The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
3 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.

• Credit hours earned year to year • Scheduling efficiency	
4 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surplus or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the programming program vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data

	was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, Programming does meet the definition of a career pathway program. Students can first earn a Programming certificate and then continue to ern their Programming associate degree. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Management and Information Systems.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the adobe and other required program software from home to complete class assignments. Instructors are also utilizing zoom and hyflex classroom technology in some classes to offer more flexibility to students
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit	This program offers dual credit opportunities in general education courses and 2 program "core" classes. The Core classes offered as dual credit are: CIS160 Practical Software Applications (enrollment 125 students) and CIS099 Intro to Web Technology (enrollment 16 students).

courses are seen as a priority?	We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience creating a variety of projects in the capstone class. This class functions as a simulated internship in a professional environment to be sure each student is getting the hands-on experience they need to prepare them to enter the job market. Students also participate in internships with local businesses, and software developers. Upon completion of an internship, the program coordinator will meet with the supervisor to discuss the skills of the students and program improvements to meet the needs of the students to be employable.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Management Information Systems.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with	As more and more students have graduated from the program, the network of working software developers has expanded. These former graduates often provide employment opportunities for upcoming graduates of the

whom? What opportunities exist for other partnerships?	program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc. We also provide access to Mac computers in our graphic design classroom. Students also have the opportunity to use cloud-based virtual web servers for coursework, independent projects, and during internship.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course

	persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course contents have been changed in all of the core courses to focus more on areas where students were struggling on assessment items. All core classes were also put into our College's course management system to ensure consistency in course content across multiple sections of some courses. Outcomes from the higher level courses showed a need for improvement in a few specific skill areas (such as project planning). Using the Canvas Learning Management System. A course was created with tools and guides regarding industry best practices to help students prepare for rapidly changing technology.

3.21 How satisfied are students with their preparation for employment?
 	
How is this student satisfaction information collected?
	Students seem extremely satisfied. The program coordinator conducts a "capstone survey" of students about to graduate each spring. Graduates are informally surveyed through the program graduate group and many former graduates have served on the advisory committee. Student satisfaction information is collected from these sources:
	  1) CCSSE surveys,
	  2) Noel-Levitz surveys,
	  3) Program assessment questions-many of which are gleaned from capstone courses
	  4) Informal assessment derived from communicating with students during mandatory advisement periods

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for programmers.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. They also utilize a wide variety of software programs and needed skills in the programming field.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

With the COVID pandemic we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes.   Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office and Adobe software without having to purchase those tools.

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. Each year may represent a cohort.

CTE Program	IT-Programming CRT.ITPRO
CIP Code	11.0201

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	53	50	44	39	42
Number of Completers	12	10	7	8	9
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Programming Program 81% are male and 19% are female 42% are part time and 58% are full time 97% are white and 3% are Hispanic or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the programming field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the programming field and have other skills beneficial to the office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	Continued ability to provide the virtual machines, continued access to both Mac and Windows operating system computers, continued access to high speed internet.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Programming Certificate.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 2022

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
IT-Web Design (AAS.ITWEB)	Degree	62	110801	CRT.ITWEB

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable
credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is to train students to work as a Web Designer in a variety of settings. The learning outcomes are as follows: 1.) Students will demonstrate knowledge of good principles of web design and apply design techniques to create visually appealing, professional designs using HTML, CSS, and JavaScript. 2.) Students will demonstrate knowledge of and apply version control tools such as git to organize and manage professional projects. 3.) Students will demonstrate knowledge of the latest web page design trends and apply them to create visually appealing, professional web sites using a web editor program.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students*	The degree has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.

meeting Program Learning Outcomes, etc.)	
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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	**James Munger** – Programming and Web Design Program Coordinator – Information Technology Instructor (As program coordinator I design and maintain the program and course curriculum, and teach each course. I also advise the students enrolled in the program and lead the information technology advisory council) **Scott Rhine** – Network Administration Program Coordinator – Information Technology Instructor. Scott and I collaborate on developing and maintaining Information Technology programs and courses, as well as the advisory council. We also have an **advisory council** that consists of several additional working web developers--many who are former graduates of the program. The advisory council meets and provides input annually on changes that need to be implemented to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialists** (They advise incoming freshmen on the program and coursework) **ISS Internship** – Students complete an internship at the college Information Systems And Services and the supervisor is very involved in the training process and follow up evaluation process. **Advisory Council** – members provide input on skills needed for employability and new skills needed in the field. **Effingham Area Developers Group** – provide a network of members who share job opportunities, new skills and techniques, and other resources to former and new graduates of the program at Lake Land College.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This degree is 62 credit hours. The coursework is required to develop web design and web development skills. A web designer needs skills in all of these areas to be successful in the field. Many employers have their web designer take on multiple areas of responsibility in the field so graduates need to take classes in all of these areas to be employable. Students are prepared for employment as a web designer, web developer and other jobs in a variety of information technology environments.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The demand for web developers within the State of Illinois remains very strong with a projected increase during the ten year period of 2022-2032. All occupations within the State of Illinois are projected to increase 5.93%, while web developer positions are projected to grow 32.42%, an overwhelming 446.71% greater increase than the projection for all occupations. See 1.3 for citations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for web developers within the State of Illinois in the last five years has increased and is predicted to increase a total of 32.42% within the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students

	and inform them of the details of the program.
	• The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events.
	• The division also hosts a Business Job Fair and invites representatives from local hospitals & clinics to recruit graduates.
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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
5 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas

• Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
6 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surplus or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the Web Design program vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway	Yes, Web Design does meet the definition of a career pathway program. Students can first earn a Web Design certificate and then continue to ern their Web Design associate degree. We then have a 2 + 2 articulation agreement available through Eastern Illinois University to earn a bachelor's degree in Management and Information Systems.

elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the adobe and other required program software from home to complete class assignments. Instructors are also utilizing zoom and hyflex classroom technology in some classes to offer more flexibility to students
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	This program offers dual credit opportunities in general education courses and 2 program "core" classes. The Core classes offered as dual credit are: CIS160 Practical Software Applications (enrollment 125 students) and CIS099 Intro to Web Technology (enrollment 16 students). We have 31 high schools and Partnerships with CEO, ECCEL, EIEFES, ERCA, LIFT, and Okaw Area Vocational
3.7 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?	Students get hands on experience creating a variety of projects in the capstone class. This class functions as a simulated internship in a professional environment to be sure each student is getting the hands-on experience they need to prepare them to enter the job market. Students also participate in internships with local businesses, and web developers. Upon completion of an internship, the program coordinator will meet with the supervisor to discuss the skills of the students and program improvements to meet the needs of the students to be employable.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	n/a
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the	n/a

number of students who took each respective exam.	
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Management Information Systems.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working web designers has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.

3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc. We also provide access to Mac computers in our graphic design classroom. Students also have the opportunity to use cloud-based virtual web servers for coursework, independent projects, and during internship.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course contents have been changed in all of the core courses to focus more on areas where students were struggling on assessment items. All core classes were also put into our College's course management system to ensure consistency in course content across multiple sections of some courses. Outcomes from the higher level courses showed a need for improvement in a few specific skill areas (such as project planning). Using the Canvas Learning Management System. A course was created with tools and guides regarding industry best practices to help students prepare for rapidly changing technology.

3.21 How satisfied are students with their preparation for employment?
 	
How is this student satisfaction information collected?
	Students seem extremely satisfied. The program coordinator conducts a "capstone survey" of students about to graduate each spring. Graduates are informally surveyed through the program graduate group and many former graduates have served on the advisory committee. Student satisfaction information is collected from these sources:
	   1) CCSSE surveys,
	   2) Noel-Levitz surveys,
	   3) Program assessment questions-many of which are gleaned from capstone courses
	   4) Informal assessment derived from communicating with students during mandatory advisement periods

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce. This information is collected informally from employers who contact the program coordinator looking for web designers.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. They also utilize a wide variety of software programs and needed skills in the web design field.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
With the COVID pandemic we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes. Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office and Adobe software without having to purchase those tools.	

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. Each year may represent a cohort.

CTE Program	IT-Web Design AAS.ITWEB
CIP Code	11.0801

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	7	17	14	15
Number of Completers	3	2	4	5	4
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Web Design Program 81% are male and 19% are female 42% are part time and 58% are full time 97% are white and 3% are Hispanic or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the web design field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the web design field and have other skills beneficial to the office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	Continued ability to provide the virtual machines, continued access to both Mac and Windows operating system computers, continued access to high speed internet.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Web Design Degree.

Career & Technical Education	
College Name:	Lake Land College
Academic Years Reviewed:	FY 2022

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
IT-Web Design (CRT.ITWEB)	Cert	30	11.0801	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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is to train students to work as a Web Designer in a variety of settings. The learning outcomes are as follows: 1.) Students will demonstrate knowledge of good principles of web design and apply design techniques to create visually appealing, professional designs using HTML, CSS, and JavaScript. 2.) Students will demonstrate knowledge of and apply version control tools such as git to organize and manage professional projects. 3.) Students will demonstrate knowledge of the latest web page design trends and apply them to create visually appealing, professional web sites using a web editor program.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The certificate has been very successful in training students for employment in their target field. Graduates of the program have indicated that they feel prepared to successfully enter the workforce in this field. Every semester we are required to access our program learning outcomes and record our targets defined in the measuring tool for every outcome listed above. These analyses are recorded in an assessment software that is utilized by the whole campus for every class and every program. Reports on retention and graduates employment is analyzed.

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 make regular, minor improvements to the program. Therefore, the program remains strong and has consistently prepared students for the workforce.
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.	**James Munger** – Programming and Web Design Program Coordinator – Information Technology Instructor (As program coordinator I design and maintain the program and course curriculum, and teach each course. I also advise the students enrolled in the program and lead the information technology advisory council) **Scott Rhine** – Network Administration Program Coordinator – Information Technology Instructor. Scott and I collaborate on developing and maintaining Information Technology programs and courses, as well as the advisory council. We also have an **advisory council** that consists of several additional working web developers--many who are former graduates of the program. The advisory council meets and provides input annually on changes that need to be implemented to have students keep up with the changes in industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialists** (They advise incoming freshmen on the program and coursework) **ISS Internship** – Students complete an internship at the college Information Systems And Services and the supervisor is very involved in the training process and follow up evaluation process. **Advisory Council** – members provide input on skills needed for employability and new skills needed in the field. **Effingham Area Developers Group** – provide a network of members who share job opportunities, new skills and techniques, and other resources to former and new graduates of the program at Lake Land College.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The only prerequisites for the program are those required by the general education courses. The students do have to complete a reading test for admission to the college. It is provided in the testing center and is an ACCUPLACER Next-Generation Reading Test or can use their SAT or ACT scores.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 30 credit hours. The coursework is required to develop web design and web development skills. A web designer needs skills in all of these areas to be successful in the field. Many employers have their web designer take on multiple areas of responsibility in the field so graduates need to take classes in all of these areas to be employable. Students are prepared for employment as a web designer, web developer and other jobs in a variety of information technology environments.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The demand for web developers within the State of Illinois remains very strong with a projected increase during the ten year period of 2022-2032. All occupations within the State of Illinois are projected to increase 5.93%, while web developer positions are projected to grow 32.42%, an overwhelming 446.71% greater increase than the projection for all occupations. See 1.3 for citations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for web developers within the State of Illinois in the last five years has increased and is predicted to increase a total of 32.42% within the next five years.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	(Illinoisworknet.com), (ides.illinois.gov/resources/labor-market-information) & (onetonline.org) This is reviewed annually in our campus (PIE) Program Improvement and Enhancement Reports created by Director of Institutional Research. We get the reports and discuss/dissect them with a committee of involved instructors.
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?)	• The business division hosts a business & computer contest each spring to bring high students to campus. This program specifically recruits during this event. • The program coordinator utilizes local media outlets and social media to advertise and promote the program. • Direct marketing campaigns (print, email and texts) are used throughout the year to recruit potential students

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	• The college hosts Lake Visit days throughout the year, as well as an 8th grade and high school career day, and the department actively recruits for this program at these events.
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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 Business Division Chairperson takes place before proceeding. Once they have approved the needs/changes, paperwork is completed to be able to present to the curriculum review committee. Once approved the changes/needs are forwarded to ICCB. Campus academic leadership is part of the curriculum review committee.
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.	Class content is adjusted each semester based on industry needs, technology changes, and input from advisory council members and local employers. The review of the program resulted in no additional modifications needed at this time.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.37 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas

• Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.3 8 What are the findings of the cost-effectiveness analysis?	The cost recovery section of the PIE score card was in the Green. There was a surplus or increase in the five year average so the results exceeded the expectations.
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? Please explain.	n/a
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds, FASFA completion, scholarships as well as emergency funding. We also have many students who are eligible for funding from C.E.F.S. Economic Opportunity Corporation. Program costs are similar to like programs across the college. (e.g. same tuition and fees, number of credit hours, etc.)
2.5 How will the college increase the cost- effectiveness of this program?	Continue to recruit and bring up class sizes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes, we have had some recruiting campaigns created via social media and mailings to the local community. The public relations director did all of this.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The delivery methods for the Web Design program vary. Many classes are offered both online and in person to meet a variety of student learning styles and scheduling needs. Some classes are all online, some classes have a hybrid format and some classes are only face to face depending on class content. The course persistence report that is part of the PIE report shows that students did better in face to face classes than in online classes. It should be noted, that some of this data was collected during the Covid pandemic when all classes were in some form of "online" so students who would not normally take online courses had to utilize that modality to continue their education.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The collection and review of assessment data is used to make decisions regarding program curriculum and to ensure relevant and culturally responsive instruction.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
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elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	With the virtual computer system that the college uses, the students can access the adobe and other required program software from home to complete class assignments. Instructors are also utilizing zoom and hyflex classroom technology in some classes to offer more flexibility to students
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3.7 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? | Students get hands on experience creating a variety of projects in the capstone class. This class functions as a simulated internship in a professional environment to be sure each student is getting the hands-on experience they need to prepare them to enter the job market. Students also participate in internships with local businesses, and web developers. Upon completion of an internship, the program coordinator will meet with the supervisor to discuss the skills of the students and program improvements to meet the needs of the students to be employable. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE). | n/a |
| 3.9 Are there industry-recognized credentials embedded within this program? If so, please list. | Yes, Microsoft Office Specialist certifications are available to students during the program. Students can receive MOS certificates in Word, Excel, PowerPoint, Access and Outlook. |

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	n/a
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	n/a
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A 2+2 articulation is in place with Eastern Illinois University so students can earn a Bachelor's degree in Management Information Systems.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	As more and more students have graduated from the program, the network of working web designers has expanded. These former graduates often provide employment opportunities for upcoming graduates of the program. The network also provides recommendations on how to continually improve the program. We plan to continue maintaining that group and adding to it each year as a new group of students graduates from the program.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Equitable access is given to students by offering dual credit and dual enrollment opportunities. A yearly meeting of the program advisory council is used to help update curriculum/course materials.
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?	All full-time faculty shall participate in at least nine (9) hours of planned activities pre-approved for individualized Development. Faculty have been approved to attend conferences with Perkins funds in the past as well. Adjunct faculty staff development is voluntary but highly encouraged to attend three, half-day sessions per academic year. There are also assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web

	site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	State of the art equipment is available to students at all times. We run on virtual machines so students have access to the newest versions of Photoshop, Illustrator, InDesign, Dreamweaver, Word, Excel, Access, PowerPoint, etc. We also provide access to Mac computers in our graphic design classroom. Students also have the opportunity to use cloud-based virtual web servers for coursework, independent projects, and during internship.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are assessed by the division chair, full-time faculty and part-time faculty involved with the program. The advisory council is also included in the discussion of assessments and asked how to improve or make changes to skills assessed that were not obtainable to the expected level of some students.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Course contents have been changed in all of the core courses to focus more on areas where students were struggling on assessment items. All core classes were also put into our College's course management system to ensure consistency in course content across multiple sections of some courses. Outcomes from the higher level courses showed a need for improvement in a few specific skill areas (such as project planning). Using the Canvas Learning Management System. A course was created with tools and guides regarding industry best practices to help students prepare for rapidly changing technology.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students seem extremely satisfied. The program coordinator conducts a "capstone survey" of students about to graduate each spring. Graduates are informally surveyed through the program graduate group and many former graduates have served on the advisory committee. Student satisfaction information is collected from these sources: 1)CCSSE surveys, 2) Noel-Levitz surveys, 3) Program assessment questions-many of which are gleaned

	from capstone courses 4)informal assessment derived from communicating with students during mandatory advisement periods
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program makes use of an active advisory council comprised of individuals employed in the field. The council meets formally once per year; however, the program coordinator makes frequent contact with individual council members throughout the year to consult on curriculum, job placement and internship opportunities, and the other industry trends and developments.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Internship supervisors provide real-world hands-on work based learning opportunities. They provide input with skills, curriculum design, and review curriculum.
3.24 How satisfied are employers in the preparation of the program's graduates?\n\nHow is employer satisfaction information collected?	Employers seem extremely satisfied. Consensus from employers is that the program training is both technologically current and sufficiently in depth to prepare students for the workforce.\n\nThis information is collected informally from employers who contact the program coordinator looking for web designers.
3.25 What are the program's strengths?	Excellent qualified instructors work together to make smooth transitions from lower level courses to upper level courses. The program is stackable allowing students to earn multiple certifications to strengthen their workforce opportunities. They also utilize a wide variety of software programs and needed skills in the web design field.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	After fully reviewing the program, it was determined that the level of quality is sufficient, and the program should be continued with minor improvements incorporated.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic we had to make this program all online with zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes.   Other barriers were with technology and having students pay for software. The campus has gone to a virtual machine and the students now have access to all the software they need at no cost. They also have storage capabilities and access to Office and Adobe software without having to purchase those tools.

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. Each year may represent a cohort.

CTE Program	IT-Web Design CRT.ITWEB				
CIP Code	11.0801				

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	7	17	14	15
Number of Completers	3	2	4	5	4
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may	Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. In the IT-Web Design Program 81% are male and 19% are female				

include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	42% are part time and 58% are full time 97% are white and 3% are Hispanic or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in the web design field. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Because enrollment is down, we are constantly exploring and expanding marketing and recruitment efforts. We also have many working adult students who can only take 1 or 2 classes each semester, so it takes them much longer to finish the program and graduate.
Are the students served in this program representative of the total student population? Please explain.	Students in this program are predominately in-district and white, which is representative of the total student population.
Are the students served in this program representative of the district population? Please explain.	Yes, the student population is reflective of our district.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Overall, the program has proven to be successful in preparing graduates to successfully enter the web design field and have other skills beneficial to the office setting. Room for improvement will always exist with changing technology, etc. We will continue to speak with employers and take recommendations of advisory council members.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to expand on marketing and recruiting efforts to attract new students. Continue to evaluate assessment data to incorporate curriculum changes annually. Recruiting is happening all the time whether it be promoting this to other program students, advertisements, etc. Assessments are completed bi-annually and program assessments are completed annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met we are just needing to update our student enrollment in the program.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, inclusion and belonging plan.
Resources Needed	Continued ability to provide the virtual machines, continued access to both Mac and Windows operating system computers, continued access to high speed internet.
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator and the instructors of the coursework that is included in the IT-Web Design certificate.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Broadcast Communication (AAS.RTV)	Degree	60	09.0701	CRT.RTVAN CRT.RBRD NDP.TVFS

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs. Specifically, graduates of the Radio/Television Broadcasting program who choose to be employed in a small market radio station will be prepared to do so, will be proficient broadcast announcers, can proficiently use studio and field television production techniques and equipment, compose broadcast quality production using a digital audio editor, prepare an "audio portfolio", explain the basic laws and regulations set forth by the FCC pertaining to radio station operations, explain the business of broadcasting, including such topics as broadcast management, ratings, economics and responsibility to society, and write broadcast style scripts,
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning*	This degree has been quite successful in preparing students who choose to enter the workforce directly. More than 95% of program outcomes have been met during this cycle. Additionally, 100% of students have passed sales certification training from P1 Learning. Furthermore, students are meeting yearly assessment goals overall.

Outcomes, etc.)	
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program was reported as a viable vehicle for training students for positions within the broadcasting field. Specifically, student retention was a focus of the previous program review. Significant gains have been made regarding student retention and completion.
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.	Greg Powers, Broadcast Communication Instructor, and Salisa Hortenstine-Olmsted, Division chair. Greg gathered and prepared data, working with other institutional members and Broadcast Communication faculty. Other resources include the Director of Assessment & Program Review, Director of Institutional Research & Reporting, and Director of Data Analytics. These individuals were invaluable in providing significant data for this report.
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.	Randy Miller (Chair) Miller Media Group Ashley Beitz Dana Communications Rob Calhoun WEIU-FM & WEIU-TV Luci Englum Cromwell Group Tim Huelsing Midwest Communications George Flexter Premier Broadcasting Jeff Owens WEIU-FM & WEIU-TV Tim Sanders WTWO-TV Greg Sapp Premier Broadcasting Advisory board members provide invaluable insight on the viability and validity of the program, giving recommendations for program improvement.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Illinois Department of Employment Security, LWIA occupational projects from 2018-2028 will have a .28 percent increase for media and communication workers. ONETonline states growth from 2018-2028 will remain steady.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Long-term occupational projections within sites listed above call for flat or minimal growth. The previous 5 years had similar statistics with minimal growth.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/ IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html LMI data is reviewed every 10 years.
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?)	Students are typically recruited from within the boundaries of the Lake Land College district, but some do come from districts that do not feature this program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.

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.	
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
2.39 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) Cost include: Salaries of instructors, equipment costs, lab costs, travel and supplies. Programs with labs have similar costs. The college pays for these costs through tuition, course fees, state reimbursement, equalization, property taxes, and the Perkins Grant. Revenue analysis is figured through cost recovery through PIE. Student/faculty ratio is 14:1. Course/section fill rates average just more than 50%. Enrollment trends show a decrease during the previous five years.
2.40 What are the findings of the cost-effectiveness analysis?	The findings of the cost-effectiveness analysis show the program does not meet the college's goals.
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? Please explain.	N/A, although some funding is provided by Perkins.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins, FASFA completion, scholarships as well as emergency funding are utilized. This program is similar in costs to like programs across the college such as tuition and fees and credit hours required.
2.5 How will the college increase the cost- effectiveness of this program?	The college will increase the cost-effectiveness of this program by recruiting more students into the program/classes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The review of program costs noted an increase in enrollment in the program can help financially secure the program.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Primarily, this program is delivered in a traditional face to face format. With the vast amount of hands on training needed, this has been deemed the most effective way to delivery course. However, many courses were delivered in an online environment during COVID-19. It was quite evident during the minimal offerings of online courses during COVID-19, that traditional learning is best for this program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Course content is discussed annually among program faculty. Instruction is delivered following ICCB and college guidelines.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	There are stackable certificates within the AAS.RTV. Additionally, 2 plus 2 agreements with multiple universities exist with: Eastern Illinois University Illinois State University Southern Illinois University Western Illinois University
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Specifically, the updated video lab will allow for a significant improvement in real world training.
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are no dual credit opportunities.
3.7 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? | Beginning in the fall of 2022, enrolled students in the program will be required to participate in an internship course for program completion. This internship came about following advisory board recommendations and program evaluation.

These internships will improve student learning in a broadcast environment location of their choice. |
| 3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE). | No. |

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, sales training through P1 Learning, a nationally recognized entity, is provided in the Broadcast Sales course.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	100% of students taking the P1 Learning certification have passed from 2018-2022.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements with the following public institutions: Eastern Illinois University Illinois State University Southern Illinois University Western Illinois University
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Yes, an IAI agreement with Western Illinois University and Lincoln College were formed. Additionally, funding has been secured for the annual sales training through the Illinois Broadcasters Association.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Internally, the college has initiatives in place for academic tutoring and mental health, allowing for equitable success for all students.
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?	Professional development has been limited during this cycle due to funding cuts and COVID-19 restrictions. However, one faculty member recently attended a national broadcasting convention. Additionally, there are assessment software and learning management system training sessions provided throughout the academic year. State and regional development opportunities should open up and this development will be of great assistance.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	The technology and equipment utilized is up to date, specifically with a recent $150,000 upgrade of our broadcast video facility. Our audio equipment remains current with trends as well.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	This assessment is available for college assessment personnel to view. Additionally, program faculty discuss their findings.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	One specific measure taken has been the reduction in credit hours for the program from 66 to 60. This was a direct result of a college initiated Guided Pathways.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Graduate survey reports show students are very satisfied their preparation for employment. This information is collected through student graduate surveys.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee is vital in ensuring students are receiving adequate training. The quality control of the advisory board is instrumental in student's success after graduation.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Many local employers serve as guest speakers for various broadcast courses.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Through employer surveys, employers are very satisfied with the quality of the program's graduates. Employer satisfaction is collected at the annual advisory board meeting.
3.25 What are the program's strengths?	Strengths of the program include state-of-the-art technology, a hands on learning environment, innovative instructors, and diverse content.
3.26 What are the identified or potential weaknesses of the program?	Course textbooks have not been updated for a few years due to limited production by publishers. Also, COVID-19 greatly affected course enrollment.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	One modification includes a focus on covering more local governmental meetings. This will provide experience for students from a broadcast reporting standpoint, but also help hold public bodies accountable.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
One barrier during this cycle was the inability to visit local high schools and recruit in person due to COVID-19 restrictions. In addition, many college recruiting events were cancelled including two open houses for the department and various high school and junior high career days.

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. Each year may represent a cohort.

CTE Program	AAS. RTV Broadcast Communication
CIP Code	09.0701

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	39	26	27	23	22
Number of Completers	6	7	7	3	5
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	10th day program enrollment head count for 2021 FA was reviewed. Specifically, disaggregate data reviewed included gender, ethnicity, and part-time/full time status. Nearly 2/3 of students are male, while 1/3 are female. The data is split between full-time and part-time status. 80% of students are white, compared to 20% black.
How does the data support the program goals? Elaborate.	This data shows the program is representative of multiple ethnicities, genders and enrollment status.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No gaps were noticed.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	n/a
Are the students served in this program representative of the total student population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the student population. Furthermore, there is similarity between the enrollment status numbers and the overall student population.
Are the students served in this program representative of the district population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the district population.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has a strong core and remains relevant within the region, even with ever changing trends. Student and employer satisfaction is high.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Student recruitment will be a strategic focus during the next cycle. Broadcast Communication faculty will continue to host an annual open house, visit local high schools and make connections with the local LIFT facility, a new technical education resource within the Mattoon Community Unit #2 School District.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A

Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Greg Powers, program director, in coordination with other faculty, is responsible for implementation.

Career & Technical Education	
College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

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
Radio Broadcasting (CRT.RBRD)	Cert	30	09.0701	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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs. Specifically, graduates of the Radio/Television Broadcasting program who choose to be employed in a small market radio station will be prepared to do so, will be proficient broadcast announcers, can compose broadcast quality production using a digital audio editor, explain the basic laws and regulations set forth by the FCC pertaining to radio station operations, explain the business of broadcasting, including such topics as broadcast management, ratings, economics and responsibility to society, discuss the fundamentals of how radio works including the elements of an AM and FM station, and write broadcast style scripts.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This degree has been quite successful in preparing students who choose to enter the workforce directly. More than 90% of program outcomes have been met during this cycle. Furthermore, students are meeting yearly assessment goals overall.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program was reported as a viable vehicle for training students for positions within the broadcasting field. Specifically, student retention was a focus of the previous program review. Significant gains have been made regarding student retention and completion.
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.	Greg Powers, Broadcast Communication Instructor, and Salisa Hortenstine-Olmsted, Division chair. Greg gathered and prepared data, working with other institutional members and Broadcast Communication faculty. Other resources include the Director of Assessment & Program Review, Director of Institutional Research & Reporting, and Director of Data Analytics. These individuals were invaluable in providing significant data for this report.
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.	Randy Miller (Chair) Miller Media Group Ashley Beitz Dana Communications Rob Calhoun WEIU-FM & WEIU-TV Luci Englum Cromwell Group Tim Huelsing Midwest Communications George Flexter Premier Broadcasting Jeff Owens WEIU-FM & WEIU-TV Tim Sanders WTWO-TV Greg Sapp Premier Broadcasting Advisory board members provide invaluable insight on the viability and validity of the program, giving recommendations for program improvement.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Illinois Department of Employment Security, LWIA occupational projects from 2018-2028 will have a .28 percent increase for media and communication workers. ONETonline states growth from 2018-2028 will remain steady.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Long-term occupational projections within sites listed above call for flat or minimal growth. The previous 5 years had similar statistics with minimal growth.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/ IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html LMI data is reviewed every 10 years.
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?)	Students are typically recruited from within the boundaries of the Lake Land College district, but some do come from districts that do not feature this program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.

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.	No significant modifications were made.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.4.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) Cost include: Salaries of instructors, equipment costs, lab costs, travel and supplies. Programs with labs have similar costs. The college pays for these costs through tuition, course fees, state reimbursement, equalization, property taxes, and the Perkins Grant. Revenue analysis is figured through cost recovery through PIE. Student/faculty ratio is 14:1. Course/section fill rates average just more than 50%. Enrollment trends show a decrease during the previous five years.
2.4.2 What are the findings of the cost-effectiveness analysis?	The findings of the cost-effectiveness analysis show the program does not meet the college's goals.

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? Please explain.	N/A, although some funding is provided by Perkins.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins, FASFA completion, scholarships as well as emergency funding are utilized. This program is similar in costs to like programs across the college such as tuition and fees and credit hours required.
2.5 How will the college increase the cost- effectiveness of this program?	The college will increase the cost-effectiveness of this program by recruiting more students into the program/classes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The review of program costs noted an increase in enrollment in the program can help financially secure the program.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Primarily, this program is delivered in a traditional face to face format. With the vast amount of hands on training needed, this has been deemed the most effective way to delivery course. However, many courses were delivered in an online environment during COVID-19. It was quite evident during the minimal offerings of online courses during COVID-19, that traditional learning is best for this program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Course content is discussed annually among program faculty. Instruction is delivered following ICCB and college guidelines.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

ICCB? If yes, describe any strengths or challenge to program of study implementation.	
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	There are no stackable certificates within the CRT.RBRD.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The FCC licensed non-commercial FM station is a great asset for student success and experience. .
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are no dual credit opportunities.
3.7 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?	Beginning in the fall of 2022, enrolled students in the program will be required to participate in an internship course for program completion. This internship came about following advisory board recommendations and program evaluation. These internships will improve student learning in a broadcast environment location of their choice.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No,
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements with the following public institutions: Students must complete the AAS.RTV, not just the certificate. Eastern Illinois University Illinois State University Southern Illinois University Western Illinois University
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Yes, an IAI agreement with Western Illinois University and Lincoln College were formed. Additionally, funding has been secured for the annual sales training through the Illinois Broadcasters Association.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Internally, the college has initiatives in place for academic tutoring and mental health, allowing for equitable success for all students.

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?	Professional development has been limited during this cycle due to funding cuts and COVID-19 restrictions. However, one faculty member recently attended a national broadcasting convention. Additionally, there are assessment software and learning management system training sessions provided throughout the academic year. State and regional development opportunities should open up and this development will be of great assistance.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Our audio equipment remains current with industry trends.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	This assessment is available for college assessment personnel to view. Additionally, program faculty discuss their findings.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your	One specific measure taken has been the reduction in credit hours for the program to 33. This was a direct result of a college initiated Guided Pathways.

program and students learning?)	
3.21 How satisfied are students with their preparation for employment?	Graduate survey reports show students are very satisfied their preparation for employment.
How is this student satisfaction information collected?	This information is collected through student graduate surveys.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee is vital in ensuring students are receiving adequate training. The quality control of the advisory board is instrumental in student success after graduation.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Many local employers serve as guest speakers for various broadcast courses.
3.24 How satisfied are employers in the preparation of the program's graduates?	Through employer surveys, employers are very satisfied with the quality of the program's graduates.
How is employer satisfaction information collected?	Employer satisfaction is collected at the annual advisory board meeting.
3.25 What are the program's strengths?	Strengths of the program include state-of-the-art technology, a hands on learning environment, innovative instructors, and diverse content.
3.26 What are the identified or potential weaknesses of the program?	Course textbooks have not been updated for a few years due to limited production by publishers. Also, COVID-19 greatly affected course enrollment.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	One modification includes a focus on covering more local governmental meetings. This will provide experience for students from a broadcast reporting standpoint, but also help hold public bodies accountable.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

One barrier during this cycle was the inability to visit local high schools and recruit in person due to COVID-19 restrictions. In addition, many college recruiting events were cancelled including two open houses for the department and various high school and junior high career days.

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. Each year may represent a cohort.

	CTE Program	CRT.RBRD				
	CIP Code	09.0701				

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	1	4	3
Number of Completers	1	10	7	4	5
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	10th day program enrollment head count for 2021 FA was reviewed. Specifically, disaggregate data reviewed included gender, ethnicity, and part-time/full time status. Nearly 2/3 of students are male, while 1/3 are female. The data is split between full-time and part-time status. 80% of students are white, compared to 20% black.

How does the data support the program goals? Elaborate.	This data shows the program is representative of multiple ethnicities, genders and enrollment status.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No gaps were noticed.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	n/a
Are the students served in this program representative of the total student population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the student population. Furthermore, there is similarity between the enrollment status numbers and the overall student population.
Are the students served in this program representative of the district population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the district population.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has a strong core and remains relevant within the region, even with ever changing trends. Student and employer satisfaction is high.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Student recruitment will be a strategic focus during the next cycle. Broadcast Communication faculty will continue to host an annual open house, visit local high schools and make connections with the local LIFT facility, a new technical education resource within the Mattoon Community Unit #2 School District.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Greg Powers, program director, in coordination with other faculty, is responsible for implementation.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Broadcast Announcing (CRT.RTVAN)	Cert	28	09.0701	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 within this template or results may be reported within its own template. This is at the discretion of the college.	
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs. Specifically, graduates of the Radio/Television Broadcasting program who choose to be employed in a small market radio station will be prepared to do so, will be proficient broadcast announcers, can compose broadcast quality production using a digital audio editor, explain the basic laws and regulations set forth by the FCC pertaining to radio station operations, explain the business of broadcasting, including such topics as broadcast management, ratings, economics and responsibility to society, and write broadcast style scripts.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This degree has been quite successful in preparing students who choose to enter the workforce directly. More than 90% of program outcomes have been met during this cycle. Furthermore, students are meeting yearly assessment goals overall.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program was reported as a viable vehicle for training students for positions within the broadcasting field. Specifically, student retention was a focus of the previous program review. Significant gains have been made regarding student retention and completion.
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.	Greg Powers, Broadcast Communication Instructor, and Salisa Hortenstine-Olmsted, Division chair. Greg gathered and prepared data, working with other institutional members and Broadcast Communication faculty. Other resources include the Director of Assessment & Program Review, Director of Institutional Research & Reporting, and Director of Data Analytics. These individuals were invaluable in providing significant data for this report.
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.	Randy Miller (Chair) Miller Media Group Ashley Beitz Dana Communications Rob Calhoun WEIU-FM & WEIU-TV Luci Englum Cromwell Group Tim Huelsing Midwest Communications George Flexter Premier Broadcasting Jeff Owens WEIU-FM & WEIU-TV Tim Sanders WTWO-TV Greg Sapp Premier Broadcasting Advisory board members provide invaluable insight on the viability and validity of the program, giving recommendations for program improvement.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Illinois Department of Employment Security, LWIA occupational projects from 2018-2028 will have a .28 percent increase for media and communication workers. ONETonline states growth from 2018-2028 will remain steady.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Long-term occupational projections within sites listed above call for flat or minimal growth. The previous 5 years had similar statistics with minimal growth.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/ IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html LMI data is reviewed every 10 years.
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?)	Students are typically recruited from within the boundaries of the Lake Land College district, but some do come from districts that do not feature this program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.

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.	No significant modifications were made.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
2.43 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) Cost include: Salaries of instructors, equipment costs, lab costs, travel and supplies. Programs with labs have similar costs. The college pays for these costs through tuition, course fees, state reimbursement, equalization, property taxes, and the Perkins Grant. Revenue analysis is figured through cost recovery through PIE. Student/faculty ratio is 14:1. Course/section fill rates average just more than 50%. Enrollment trends show a decrease during the previous five years.
2.44 What are the findings of the cost-effectiveness analysis?	The findings of the cost-effectiveness analysis show the program does not meet the college's goals.
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? Please explain.	N/A, although some funding is provided by Perkins.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins, FASFA completion, scholarships as well as emergency funding are utilized. This program is similar in costs to like programs across the college such as tuition and fees and credit hours required.
2.5 How will the college increase the cost- effectiveness of this program?	The college will increase the cost-effectiveness of this program by recruiting more students into the program/classes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The review of program costs noted an increase in enrollment in the program can help financially secure the program.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Primarily, this program is delivered in a traditional face to face format. With the vast amount of hands on training needed, this has been deemed the most effective way to delivery course. However, many courses were delivered in an online environment during COVID-19. It was quite evident during the minimal offerings of online courses during COVID-19, that traditional learning is best for this program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Course content is discussed annually among program faculty. Instruction is delivered following ICCB and college guidelines.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	There are no stackable certificates within the CRT.RTVAN.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The FCC licensed non-commercial FM station is a great asset for student success and experience. .
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are no dual credit opportunities.
3.7 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?	Beginning in the fall of 2022, enrolled students in the program will be required to participate in an internship course for program completion. This internship came about following advisory board recommendations and program evaluation. These internships will improve student learning in a broadcast environment location of their choice.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No.

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No,
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements with the following public institutions: Students must complete the AAS.RTV, not just the certificate. Eastern Illinois University Illinois State University Southern Illinois University Western Illinois University
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Yes, an IAI agreement with Western Illinois University and Lincoln College were formed. Additionally, funding has been secured for the annual sales training through the Illinois Broadcasters Association.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Internally, the college has initiatives in place for academic tutoring and mental health, allowing for equitable success for all students.
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?	Professional development has been limited during this cycle due to funding cuts and COVID-19 restrictions. However, one faculty member recently attended a national broadcasting convention. Additionally, there are assessment software and learning management system training sessions provided throughout the academic year. State and regional development opportunities should open up and this development will be of great assistance.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Our audio equipment remains current with industry trends.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	This assessment is available for college assessment personnel to view. Additionally, program faculty discuss their findings.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	One specific measure taken has been the reduction in credit hours for the program from to 28. This was a direct result of a college initiated Guided Pathways.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Graduate survey reports show students are very satisfied their preparation for employment. This information is collected through student graduate surveys.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee is vital in ensuring students are receiving adequate training. The quality control of the advisory board is instrumental in student success after graduation.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Many local employers serve as guest speakers for various broadcast courses.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Through employer surveys, employers are very satisfied with the quality of the program's graduates. Employer satisfaction is collected at the annual advisory board meeting.
3.25 What are the program's strengths?	Strengths of the program include state-of-the-art technology, a hands on learning environment, innovative instructors, and diverse content.
3.26 What are the identified or potential weaknesses of the program?	Course textbooks have not been updated for a few years due to limited production by publishers. Also, COVID-19 greatly affected course enrollment.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	One modification includes a focus on covering more local governmental meetings. This will provide experience for students from a broadcast reporting standpoint, but also help hold public bodies accountable.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
One barrier during this cycle was the inability to visit local high schools and recruit in person due to COVID-19 restrictions. In addition, many college recruiting events were cancelled including two open houses for the department and various high school and junior high career days.

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. Each year may represent a cohort.

CTE Program	CRT.RTVAN

CIP Code	9.0701

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	2	0	0	1
Number of Completers	1	3	3	4	2
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	10th day program enrollment head count for 2021 FA was reviewed. Specifically, disaggregate data reviewed included gender, ethnicity, and part-time/full time status. Nearly 2/3 of students are male, while 1/3 are female. The data is split between full-time and part-time status. 80% of students are white, compared to 20% black.
How does the data support the program goals? Elaborate.	This data shows the program is representative of multiple ethnicities, genders and enrollment status.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No gaps were noticed.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	n/a
Are the students served in this program representative of the total student population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the student population. Furthermore, there is similarity between the enrollment status numbers and the overall student population.
Are the students served in this program representative of the district population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the district population.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has a strong core and remains relevant within the region, even with ever changing trends. Student and employer satisfaction is high.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Student recruitment will be a strategic focus during the next cycle. Broadcast Communication faculty will continue to host an annual open house, visit local high schools and make connections with the local LIFT facility, a new technical education resource within the Mattoon Community Unit #2 School District.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Greg Powers, program director, in coordination with other faculty, is responsible for implementation.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

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
TV Field/Studio Production (NDP.TVFS)	Cert	19	09.0701	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 within this template or results may be reported within its own template. This is at the discretion of the college.

| **Program Objectives**
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs. Specifically, graduates of the Radio/Television Broadcasting program will be able to proficiently use studio and field television production techniques and write broadcast style scripts.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This degree has been quite successful in preparing students who choose to enter the workforce directly. More than 90% of program outcomes have been met during this cycle. Furthermore, students are meeting yearly assessment goals overall.
Past Program Review Action
What action was reported last time the program was reviewed? Were these actions completed?	The program was reported as a viable vehicle for training students for positions within the broadcasting field. Specifically, student retention was a focus of the previous program review. Significant gains have been made regarding student retention and completion.

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.	Greg Powers, Broadcast Communication Instructor, and Salisa Hortenstine-Olmsted, Division chair. Greg gathered and prepared data, working with other institutional members and Broadcast Communication faculty. Other resources include the Director of Assessment & Program Review, Director of Institutional Research & Reporting, and Director of Data Analytics. These individuals were invaluable in providing significant data for this report.
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.	Randy Miller (Chair) Miller Media Group Ashley Beitz Dana Communications Rob Calhoun WEIU-FM & WEIU-TV Luci Englum Cromwell Group Tim Huelsing Midwest Communications George Flexter Premier Broadcasting Jeff Owens WEIU-FM & WEIU-TV Tim Sanders WTWO-TV Greg Sapp Premier Broadcasting Advisory board members provide invaluable insight on the viability and validity of the program, giving recommendations for program improvement.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No.

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the Illinois Department of Employment Security, LWIA occupational projects from 2018-2028 will have a .28 percent increase for media and communication workers. ONETonline states growth from 2018-2028 will remain steady.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Long-term occupational projections within sites listed above call for flat or minimal growth. The previous 5 years had similar statistics with minimal growth.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/ IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html LMI data is reviewed every 10 years.
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?)	Students are typically recruited from within the boundaries of the Lake Land College district, but some do come from districts that do not feature this program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program and courses are reviewed annually and therefore changes are made to meet the objectives. Content is adjusted as needed due to industry trends and advisory board recommendations.
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.	No significant modifications were made.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
2.45 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) Cost include: Salaries of instructors, equipment costs, lab costs, travel and supplies. Programs with labs have similar costs. The college pays for these costs through tuition, course fees, state reimbursement, equalization, property taxes, and the Perkins Grant. Revenue analysis is figured through cost recovery through PIE. Student/faculty ratio is 14:1. Course/section fill rates average just more than 50%. Enrollment trends show a decrease during the previous five years.
2.46 What are the findings of the cost-effectiveness analysis?	The findings of the cost-effectiveness analysis show the program does not meet the college's goals.
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? Please explain.	N/A, although some funding is provided by Perkins.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	Perkins, FASFA completion, scholarships as well as emergency funding are utilized. This program is similar in costs to like programs across the college such as tuition and fees and credit hours required.

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	The college will increase the cost-effectiveness of this program by recruiting more students into the program/classes.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The review of program costs noted an increase in enrollment in the program can help financially secure the program.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Primarily, this program is delivered in a traditional face to face format. With the vast amount of hands on training needed, this has been deemed the most effective way to delivery course. However, many courses were delivered in an online environment during COVID-19. It was quite evident during the minimal offerings of online courses during COVID-19, that traditional learning is best for this program.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Course content is discussed annually among program faculty. Instruction is delivered following ICCB and college guidelines.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	There are no stackable certificates within the NDP.TVFS.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The FCC licensed non-commercial FM station is a great asset for student success and experience. .
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are no dual credit opportunities.
3.7 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?	Beginning in the fall of 2022, enrolled students in the program will be required to participate in an internship course for program completion. This internship came about following advisory board recommendations and program evaluation. These internships will improve student learning in a broadcast environment location of their choice.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No.

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No,
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	There are articulation agreements with the following public institutions: Students must complete the AAS.RTV, not just the certificate. Eastern Illinois University Illinois State University Southern Illinois University Western Illinois University
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Yes, an IAI agreement with Western Illinois University and Lincoln College were formed. Additionally, funding has been secured for the annual sales training through the Illinois Broadcasters Association.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Internally, the college has initiatives in place for academic tutoring and mental health, allowing for equitable success for all students.
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?	Professional development has been limited during this cycle due to funding cuts and COVID-19 restrictions. However, one faculty member recently attended a national broadcasting convention. Additionally, there are assessment software and learning management system training sessions provided throughout the academic year. State and regional development opportunities should open up and this development will be of great assistance.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Our audio equipment remains current with industry trends.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	This assessment is available for college assessment personnel to view. Additionally, program faculty discuss their findings.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	One specific measure taken has been the reduction in credit hours for the program to 19. This was a direct result of a college initiated Guided Pathways.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Graduate survey reports show students are very satisfied their preparation for employment. This information is collected through student graduate surveys.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee is vital in ensuring students are receiving adequate training. The quality control of the advisory board is instrumental in student success after graduation.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Many local employers serve as guest speakers for various broadcast courses.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Through employer surveys, employers are very satisfied with the quality of the program's graduates. Employer satisfaction is collected at the annual advisory board meeting.
3.25 What are the program's strengths?	Strengths of the program include state-of-the-art technology, a hands on learning environment, innovative instructors, and diverse content.
3.26 What are the identified or potential weaknesses of the program?	Course textbooks have not been updated for a few years due to limited production by publishers. Also, COVID-19 greatly affected course enrollment.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	One modification includes a focus on covering more local governmental meetings. This will provide experience for students from a broadcast reporting standpoint, but also help hold public bodies accountable.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
One barrier during this cycle was the inability to visit local high schools and recruit in person due to COVID-19 restrictions. In addition, many college recruiting events were cancelled including two open houses for the department and various high school and junior high career days.

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. Each year may represent a cohort.					
CTE Program	NDP.TVFS				
CIP Code	9.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	1	0	0	0
Number of Completers	0	0	0	0	7
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	10th day program enrollment head count for 2021 FA was reviewed. Specifically, disaggregate data reviewed included gender, ethnicity, and part-time/full time status. Nearly 2/3 of students are male, while 1/3 are female. The data is split between full-time and part-time status. 80% of students are white, compared to 20% black.				
How does the data support the program goals? Elaborate.	This data shows the program is representative of multiple ethnicities, genders and enrollment status.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No gaps were noticed.				

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	n/a
Are the students served in this program representative of the total student population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the student population. Furthermore, there is similarity between the enrollment status numbers and the overall student population.
Are the students served in this program representative of the district population? Please explain.	Yes, specifically in the ethnicity category. Those numbers are similar to the district population.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has a strong core and remains relevant within the region, even with ever changing trends. Student and employer satisfaction is high.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Student recruitment will be a strategic focus during the next cycle. Broadcast Communication faculty will continue to host an annual open house, visit local high schools and make connections with the local LIFT facility, a new technical education resource within the Mattoon Community Unit #2 School District.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A

Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Greg Powers, program director, in coordination with other faculty, is responsible for implementation.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

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
Geospatial Technology (NDP.GIS)	Cert	17-18	45.0701	N/A

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable
credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The program's objectives are to cover core level technician skills used in the geospatial technology industry. • The student will be able to demonstrate basic concepts data collection, editing, cartographic design, and map analysis. • The student will be able to produce and leverage other enabling technologies like GPS and IT software applications to build successful geospatial technology projects. • The student will produce a work log or summary of internship or extended research project using work log tracking, summary paper, final maps, and formal interview (instructor driven) with work site supervisors.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	These objectives are met through using industry standard training modules, mini-projects, and real world work experiences through the program's internship program.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Covid-19 school closures strongly impacted the program. The program was set-up for more face to face instruction and with the state mandates for school closures the program has not been active for 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.	Mike Rudibaugh Geography/GIS Faculty GIS Program Coordinator As program director, Mike Rudibaugh, leads in the development and offering of all of the GIS courses.
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.	Historically, the program had active industry support and advisory board members marketing the program through internships, part/full time employment opportunities for students and offering/donating equipment to the program. Covid-19 has limited and slowed these partnerships over the past two years.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	N/A
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	DOL Onet classifications indicate there are strong demands both at the state and national level for geospatial technicians. In addition, local advisory board members for the GIS program suggest increasing opportunities for users of the technology across industry sectors.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Industry demands are growing for GIS technicians as the technology rapidly is integrating into numerous industries. This has impacted how colleges need to offer mini-certificates or micro credentials for GIS in other programs. Recent changes with demands for surveying positions has produced new partnerships with a mini-certificate, Surveying with GIS, that students can complete to support demands for these professionals to use GIS technology on job to improve marketability.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The college has leveraged both local demand information from advisory board, but as well national partnerships about geospatial technology with the National Science Foundation GeoTech Center. Lake Land College was a founding member of this national effort by the NSF to promote and expand national research indicating a future labor shortage for GIS professionals to support the nation's economy. The GeoTech Center serves as the national leader for community colleges to build and leverage geospatial technology programs to meet these needs. The college, LLC, currently uses little to no LMI Define LMI data to model GIS jobs relating to the newness and enabling nature of geospatial technology which results in LMI to often underestimate the number of workers using GIS software for their work.
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?)	The college, LLC, has produced one of the first general education GIS classes, SOS100 Maps and Spatial Literacy, to meet IAI general education requirements. This gateway course will be offered online in the spring of 2023 and will be able to meet general education requirements for social and behavioral science credit, but as well serve to introduce students about GIS careers and applications that the certificate will open up to them for potential long terms careers.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	GIS technology changes rapidly and historically the GIS Advisory Board meets every other year to discuss these changes. Covid-19 and school closures has limited the need to meet and discuss curriculum issues as the program has not offered any classes since Fall of 2019. Plans will be to reconvene this Board and discuss post Covid-19 impacts with labor market demands and to discuss curriculum issues and learning modality options to meet new demands for workers with limited abilities

	to meet with classes.
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.	Again, Covid-19 had major impacts with slowing or stopping any program movement over the last two years. One highlight that has evolved is the expansion of GIS into meeting general education requirements with the IAI. Many GIS programs fail to grow relating to lack of program awareness, and this new general education course has been promoted at a national level by the NSF GeoTech Center to help colleges introduce career awareness to students about GIS careers.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Respon se
2.47 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The college pays a campus wide license for $5000/year. The funds used to pay for license were initially from an NSF-ATE Grant to support and expand GIS technician preparation, however, the institution has institutionalized this cost as part of regular IT infrastructure of LLC. Currently, the college uses the software license to support both instruction and institutional areas of the college in the following areas: • Agriculture programs; • Civil Technology; • Facilities mapping and engineering offices. Leveraging the software across multiple departments, which also have much higher enrollments, helps the college maximize the cost effectiveness of the annual license to the college. The value of the license is much discounted for a community college and estimates with the software and all the extensions would be easily of $25,000/year for industry. Covid-19 has limited current course offerings in the GIS program, however, institutional application, research and use of the software is still being leveraged by both students and faculty across the campus. The following

	5-year study should be more indicative of the potential number of students, faculty, and departments leveraging and accessing the software. Early indications suggests most, if not all, academic units will be using GIS software as GIS now counts for general education credit with our new IAI course SOS-100 (Maps and Spatial Literacy).
2.48 What are the findings of the cost-effectiveness analysis?	Currently, only one instructor has GIS specific duties relating to their current course offerings, however, the technology is touching many students as an enabling technology in many CTE and STEM programs.

The software is deployed through VM clients, and will assist the college to deploy the software to students independent of location.   This geographic flexibility will allow students to access and use the software anywhere they need to work using the software for any class. Esri has specifically lowered the annual licenses for community colleges in their attempt to research historically underserved populations of minorities, females and first generation college students that community colleges historically serve. |
| 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? Please explain. | The college has institutionalized the cost of budgeting the annual license as part of their IT budgeting process. This lower annual license fee compares very well against more expensive software applications like CAD, Micro-station and other multi-media applications. |
| 2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)

How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, | Unit cost is reviewed each term and also annually to identify areas where cost exceeds the revenue. Student who are on Presidential Scholarships or tuition waivers are taken into consideration when assessing cost. Annually the course fee structure is reviewed to determine if the course fees associated to the course cover the course cost. |

referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	Recruitment of more students. Utilization of software in other capacities to reduce per student cost. This is already being addressed as GIS courses are now being offered as meeting general education requirements in social/behavioral science areas for higher ed credit.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No actions were needed
Indicator 3: Quality	**Respon se**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Both traditional and hybrid approaches are leveraged to support the courses. Online methods have been used in the past, however, student feedback suggested that the steep learning curve did not fit well for taking these courses entirely online. As a result, not comparative analysis has been done, however, with the program reboot coming new options will need to be explored relating to student needs with travel limitations resulting from Covid-19.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Lake Land College partners with the GeoTech Center and uses nationally vetted curriculum model for the U.S. Department of Labor for developing GIS Technicians referred to as the GTCM. These models are being used to test and build competency test for industry certification models.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	N/A

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Currently, as it relates to Covid-19 shutdowns the GIS Certificate Program lost many of its developing networks and partnerships to meet classification as a career pathway program. The college, as it revisits the GIS program expansion, will need to reconvene both k-12, industry, and campus support services to discuss viable options to build k-12 pathways through community college program and into work based opportunities with industry. What support, marketing and support services will be needed to meet the needs of both traditional and adult learners in the program will need to be addressed.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The extensive industry support is out there and this support has been leveraged numerous time to justify outside funding. The college has secured over an estimated one million dollars of external support to ramp up geospatial technology from a number of state, federal and industry partners to expand GIS technician training.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	No current formal dual credit plans are in place with local high schools, however, the college is exploring potential partnerships with business centers and high school CEO programs to build future business owners. Past site visits with the Coles County CEO Program indicates a growing needs for high school students to use GIS to assist with developing business plans for mapping supply and demand issues for new services or products in a region. This will be a potential goal to expand current site visits and guest lectures with these students to a formal one hour Business GIS Course offering within the next 5-years.
3.7 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?	The program has a capstone GIS internship opportunity and historically has had more employers looking for interns that the supply produced by the program. Many, if not all, of the industry partners have offered paid internships to the students. These work based learning opportunities have been critical to compare key themes, technologies and real world applications that the curriculum/courses need to target to elevate to best prepare technicians for the jobs of today and tomorrow with curriculum updates.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No, however the industry is rapidly developing a national industry standard certification knows as GISCI or GIS-P through the following body. https://www.gisci.org/ The college is not currently seeking to tie their curriculum to this credential, however, GIS Advisory Meetings might indicate this direction should be pursued to assist with student employability.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, many of the courses use Esri, the world's largest software company, training modules to serve as the backbone of the course. Upon completion of each module with scores of 80% or higher results in students receiving industry certificates for GIS specific training.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A number of articulation arrangements have been made with local universities to ease transfer pathways for community college students with GIS careers. Increasingly more universities are not accepting either one to one GIS course articulations, or opting for at least community college GIS courses to count as electives.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	LLC now has its first IAI general education course in GIS, SOS100, Maps and Spatial Literacy helping to increase the number of CTE programs that can use one GIS course to meet general education requirements.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The Math/Science Division just recently had an Open House to promote STEM careers. The event generated over 100 participants and had one career track highlighting GIS careers. The event drew over 60% of the participants were female which are historically underrepresented in STEM fields.

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?	Yes, the program has historically been funded by numerous NSF grants to support faculty professional development and to host internal workshop to promote the program among other faculty on campus. The college due to Covid-19 and campus shutdowns needs to revisit these events as new software and updates has changes the technology over the past two years.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Many, if not all, grants awarded to LLC for GIS has been focused around increasing gender and race equity with students taking GIS courses. The college has worked on and partnered with other NSF funded projects to promote and leverage strategies to increase these underserved populations. Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	The college is currently using industry standard GIS software, Esri ArcGIS, and models what most local industries are using today.
3.18 What assessment methods are used to ensure student success?	The college tracks both course and program assessment through the college's Weave program on an annual basis.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Faculty are required to develop action plans for any goals or objectives that are not being met annually. This feedback, in theory, would then be vetted by advisory board members for program improvement.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program	Assessment on student learning that project based learning worked best to help students with developing GIS skills quicker. As a result, curriculum fast tracked text book elements of the course into having more time to research and model real world project planning issues with GIS projects.

and students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Limited feedback and work as program being slowed down relating to campus shutdowns for last two years in Illinois. This was primarily a face to face program.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	No meetings in recent years relating to pandemic, however, new meetings will be scheduled in 2023 to address program reboot.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	A number of employers have donated equipment, projects, and volunteered staff as guest speakers. These events have helped form connections between employers and students with helping them understand real world work issues in the GIS industry.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Past indicators indicate most employers are satisfied with interns. AN estimate 25-40% of past interns work part-time or full time with intern employers after internship work. Each intern is evaluated by the employer and this assessment helps inform the instructor on giving final grades when students complete the capstone class.
3.25 What are the program's strengths?	The program's strengths rely on the cross industry applications of geospatial technology used in agriculture, utilities, and conservation/wildlife. This diversity allows students numerous industry sectors to apply their skills in. Also, the program is well connected nationally and at the state level with key partners, GeoTech (NSF), and the Illinois GIS Association (ILGISA).
3.26 What are the identified or potential weaknesses of the program?	Student awareness is historically the main challenge for marketing this program to students. Most students, in theory, are very unaware of this new STEM occupation field relating to no curriculum in k-12 and older non-traditional students unaware of the career possibilities.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	N/A

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Many students historically are accessing GIS courses and contents in other programs, however, they are not counted as students in GIS programs. Programs in law enforcement, agriculture, healthcare and engineering are all using geospatial technology concepts.   Goals will be to develop short term stackable certificates to help students with developing formal credentials with GIS as a measurable skill within their existing degree program.

The college has just recently produced its first approved stackable certificate, Surveying with GIS, to support the college Civil Engineering Program Graduates.

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. Each year may represent a cohort.

CTE Program	Geospatial Technology				
CIP Code	45.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled (2016-2020)	61	46	59	35	30
Number of Completers	1 Only NDP.GIS Certificates counted	2	5	6	0 Covid-19 on campus shutdown limited this face to face certificate design.
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.	All Geospatial Technology Courses (N=5) Gender: Total = 261 Male = 173 (66.28%) Female =88 (33.7%) Race Total = 261 White = 251 (96%) African American = 2 (.7%) American-Alaskan Native = 4 (1.5%) No Response = 2 (.7%)

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	The program demographics match very closely the student and regional demographics of the district, however, goals should be set to expand the marketing of the program to historically underserved populations. GIS, as an industry, is working to expand female and minority representation into the workforce for geospatial technology. The college plans to work and leverage historic national partnerships with the NSF to develop strategies and plans to better market program and career paths in GIS to female and minority populations.
How does the data support the program goals? Elaborate.	N/A
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	N/A
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The program is currently in a reboot from the Covid-19 pandemic and will be visiting new strategies and tools like the new general education course, SOS-100 Maps and Spatial Analysis, to reach potential underserved student populations.
Are the students served in this program representative of the total student population? Please explain.	Yes The program demographics match very closely the student and regional demographics of the district, however, goals should be set to expand the marketing of the program to historically underserved populations.

Are the students served in this program representative of the district population? Please explain.	The program demographics match very closely the student and regional demographics of the district, however, goals should be set to expand the marketing of the program to historically underserved populations.
Review Results	
Action	☐ Continued with Minor Improvements X Significantly Modified Placed on Inactive Status ☐ Discontinued/Eliminated X Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The pandemic severely hit and slowed any implementation of any major program advancements. State mandated campus shutdowns caught the program, which was designed for face to face, and really slowed progress with regional partners and internship placements. The last two years the program has been inactive and is currently looking to reboot and expand with new opportunities discussed with IAI general education options for GIS acquired this year.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	These questions will be developed and established after program reboot with GIS Advisory Board Meeting in 2022-2023.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	These questions will be developed and established after program reboot with GIS Advisory Board Meeting in 2022-2023.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	These questions will be developed and established after program reboot with GIS Advisory Board Meeting in 2022-2023. The College has undertaken a DEI awareness as the College also recruits international students. In addition, there is a new DEI initiative in the 2023-2027 Strategic Plan

	• May 19, 2021 – Board of Trustees held a Retreat and conducted a training session with Mr. Jim Reed, ICCTA Executive Director on DEI.
	• On September 13, 2021, the Board of Trustees adopted Board Policy 01.03.01 – *Commitment to Diversity, Equity and Inclusion*, which models ACCT's *Equity Agenda for Community College Governance*.
	• The Marketing and Public Relations Department published the Board's DEI statement, which is part of Board Policy 01.03.01, to the footer section each College web page.
	• Beginning in the fall of 2021, the Director of Data Analytics and the Chief of Staff began collecting baseline data for various DEI metrics, which will also be incorporated into the College's next strategic plan cycle and published on the College's Institutional Effectiveness and Strategic Planning web pages. This baseline data was also shared at numerous board meetings as part of monthly data point discussions with the Trustees during fall 2021 and spring 2022.
	• In the spring of 2022, the Board of Trustees approved a FY 2023-2027 Strategic Plan matrix which includes two separate objectives addressing DEI:
	   ➢ Implement an institutional diversity, equity, inclusion and belonging plan to provide a welcoming, safe and supportive environment for all students.
	   ➢ Enhance employee engagement, communication and a sense of belonging (inclusion).
	
	Project leaders will be assigned to each strategic initiative, with collaboration to occur with the College's Inclusion and Diversity Committee.

Resources Needed	These questions will be developed and established after program reboot with GIS Advisory Board Meeting in 2022-2023.
Responsibility Who is responsible for completing or implementing the modifications?	The program director and department chair for Math and Science at Lake Land College.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Law Enforcement (AAS.LE)	Degree	60	43.0107	Law Enforcement Operations NDP.LEO

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 within this template or results may be reported within its own template. This is at the discretion of the college.

| Program Objectives
What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)* | The Law Enforcement degree is intended for students who do not intend to transfer to a 4 year institution and want to go directly into a career in Law Enforcement.

The program focuses the following:

1. Teaching how the Criminal Justice System operates
2. Orienting students to the foundations law enforcement practices
3. Defines the importance of ethics and honesty in policing.
4. Applying theoretical principles in a way that helps identify high risk behaviors or belief systems
5. Orients students to the workings of policing through community partnering.

This degree prepares students for the following fields:

Corrections Officer
Investigations
Law Enforcement
Loss Prevention Officer
Security Officer
Tele-communicator |
| --- | --- |

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The program at this point does not have a tracking mechanism for obtaining this information. We are aware that many of our students over the last five years have received employment in corrections and law enforcement in the area. This knowledge however is obtained through personal reporting This is an area of improvement that needs to be addressed. We must establish some means of tracking student career placement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The current program director oversees the program since the last review period. For the purposes of this review the following actions have been incorporated improve the program. • Mid-week activities have been included in online courses to increase student engagement beyond weekly Discussion Board requirements. • The use of video recorded weekly reviews are used in some courses.
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.	David Chambers, Program Coordinator • Evaluated the program and generated the report. Charles Jarrell, Chair Social Science • Chair over the Criminal Justice Program Lisa Madlem, Director of Assessment & Program Review • Assisted with properly completing the report. Lynn Breer, Director of Institutional Research and Reporting • Resource for data collected by the college.
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.	Input has been sought out from members of the Advisory Board. Specifically, members that have been very helpful include: • Chief Chad Reed - Charleston Police Department • Chief Jason McFarland - Effingham Police Department • Chief Sam Gaines - Mattoon Police Department Input from current chiefs of police helps to keep the programming current and relevant to needs of the industry.

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A This is a 60 Credit Hour Degree
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The range of salaries for a police officer in Illinois covers a spread of $49,670 per year to $105,540 per year. The median income for police officers in Illinois is $83,080 annually. The East Central Illinois regions see police officer salaries ranging from $37,770 through $82,920. The median income for police officers in the East Central Illinois region is $57,970 annually. www.onetonline.org
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years police applicants have been on the decline. This has caused substantial problems in the industry in terms of establishing a hiring list to work off of. One example of this would be the Charleston, Illinois Police Department just had nine (9) applicants apply to take the entrance exam. This same problem is being experience nationwide. Though frustrating for law enforcement employers the silver lining for students / applicants is the reduced competition for the available job openings on the market. Currently there are 1,660 listing for agencies taking applications in the State of Illinois. (https://illinoisjoblink.illinois.gov/ada/r/search/jobs?is_subsequent_search=true&keywords=police+officer&state=Illinois)

tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• Students taking regular loads fall and spring will earn 30 credit hours per year.
2.50 What are the findings of the cost-effectiveness analysis?	Not Applicable
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? Please explain.	Not Applicable
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Lake Land College programming is in line with other community colleges in the state regarding cost of education per credit hour.
2.5 How will the college increase the cost- effectiveness of this program?	Lake Land College just reduced the cost of tuition per credit hour to $100 dollars for the upcoming year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	• Traditional lecture based classes • Online format • Use of recorded videos • Hands on exercises • Table top exercises Since this is a workforce ready degree, the use of hands on and table top exercises really seems to have a lasting impact.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	• This program is weighted heavily on the needs and industry standards reflected to us by the members of the Advisory Committee. • The program is strongly weighted on the concepts of serving and protecting all.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	• Yes • The honor of preparing young people as well nontraditional students for a career in law enforcement is a matter of strong principle. This means students learn concepts of identifying problem behaviors not problem people. Students learn methods of investigating criminal acts and the importance doing the job within the confines of the law and the constitution. Additionally, students learn the significance of partnering with the citizens in their jurisdiction in order to better serve as peace officers.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve	• This degree can assist in continuing student education or as a means of gaining direct employment in the workforce. One example of this would be the Illinois State Police's requirement to have a minimum of an Associate's degree to qualify for employment as a trooper.

the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	• Lake Land College just added a Crime Scene Technician certificate. This program is set to launch fall 2022.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	• None at this time.
3.7 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? | • The program has the opportunity for internships with local criminal justice agencies.
• The students are afforded the experience of hands on labs such as: stop and frisk, vehicle stops, crime scene sketch, etc.
• Offering hands on exercises provides an opportunity to bring the relevance of class room topics to real world application. |
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please	• No, however we do have internship arrangements with area departments.

elaborate.	
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	A strong working relationship has been cultivated with the Charleston, Effingham, and Mattoon Police Departments as well as with the Effingham County Sheriff's Department.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	A good working relationship has been established with the following in helping to develop a more efficient and successful program. Emily Ramage Dean of Academic Operations Lake Land College Charles Jarrell Chair Social Science Lake Land College Lisa Madlem Director of Assessment and Program Review Lake Land College
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?	• In house training for professional development is available. • Fall and spring development training development is required for full time faculty. • Adjunct staff is encouraged to attend fall and spring training. • Assessment software and learning management training sessions are provided throughout the year.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	• In house training for professional development is available. Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	• Use existing college resources
3.18 What assessment methods are used to ensure student success?	• The program will be assessed yearly
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	• The program is assessed and recorded through WEAVE. This information is available for review at any time.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	• The addition of weekly chapter quizzes has increased the overall knowledge retention of participating students.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	• Students regularly update us as to their success in obtaining employment in the criminal justice field. This has not been tracked, however, the overall tone suggests students feel equipped to move into the field. • Reflection on this question has impressed a need to

	establish a tracking mechanism not only for programs success in terms of graduate employability but also graduate satisfaction.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	• A minimum of one time per year.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	• The development of new and updated curriculum is heavily influenced by input from the Advisory Board. This board is predominately populated by administrators of criminal justice agencies within the Lake Land College district.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	• Employers indicate they are satisfied with candidates they hire that participated in the Lake Land College Criminal Justice Program. • This interpretation is gathered by personal statements provided to the program coordinator by agency administrators. Additionally, many administrators request that their testing dates and job openings be publicized to Lake Land College students and graduates.
3.25 What are the program's strengths?	• Teaching staff consists of retired and/or active law enforcement as well as attorneys. • Academic topics such as theory and law are presented in a manner as to be applicable in the field. • Hands on exercises are provided such as finger print labs, field interview exercises, Terry Stop exercises, etc.
3.26 What are the identified or potential weaknesses of the program?	• Having an adjunct with an on campus presence would be an asset.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	• Looking at the needs of the industry the following things were built since the last review: Certificates: Crime Scene Technician - This required the development of four new skill set classes in conjunction with the incorporation of two

	existing classes.
	New Law Course:
	Liability in Criminal Justice

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
• One of the classes offered CJS-153 (Police Operations) should actually be a below 100 level class.   This creates limitations on hiring teaching staff. • Recruitment efforts need some attention.   This not only has a direct impact on student count, but also the potential pool of available employees wishing to go into criminal justice field.

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. Each year may represent a cohort.					
CTE Program	Law Enforcement AAS.LE				
CIP Code	43.0107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	29	42	41	29
Number of Completers	0	4	4	3	4
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	• This information was gathered from the Program Improvement and Enhancement report compiled by Lake Land College.
	 • Our student demographic mirror the population make up within the Lake Land College District.
	 • For 2021 AAS.LE had 19 new enrollees
	 • For 2021 NDP.LEO had 1 new enrollees
	 • The 2021 enrollees consisted of the following:
	    5 part time - 15 full time students
	    14 males - 6 females
	    1 Hispanic - 19 white				

How does the data support the program goals? Elaborate.	N/A				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)?	No				

Please explain.	
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	N/A The student body reflects the makeup of the district population in general.
Are the students served in this program representative of the total student population? Please explain.	• Yes. The student body reflects the makeup of the district population in general.
Are the students served in this program representative of the district population? Please explain.	• Yes. The student body reflects the makeup of the district population in general.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program is a valuable asset for students wishing to pick up a workforce ready degree in the criminal justice field. There will be continued effort to build on the current platform and enhance practical application the academic goals and objectives.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The majority of the students in the Lake Land College Criminal Justice Program are employed in one fashion or another. Some are already employed in the criminal justice system. Making the program more assessable for those students would seem to be a logical step. One measure of accomplishing this would be to examine the option of more online and /or hybrid offerings where applicable.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program	The program objectives are being met. There, however, is some delay in completion caused mostly by students not being able to take courses full time. Time will be devoted to developing accommodations to help reduce these students' barriers.

objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A. The student body reflects the makeup of the district population in general.
Resources Needed	Nothing new at this time.
Responsibility Who is responsible for completing or implementing the modifications?	David Chambers Program Coordinator

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

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
Criminal Justice Leadership (NDP.CJL)	Cert	18	43.0107	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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The Criminal Justice Leadership certificate is aimed at students and working criminal justice professionals who want to take on a leadership role in their careers. The program focuses on the following: 1. Principles of Supervision and Management 2. Overview on how the Criminal Justice System works. 3. Interpersonal Communication 4. Labor Relations 5. Human Resource Management This certificate prepares students for the following: • Lower level management such as Sergeant • Mid management such as Lieutenant • Upper Management such as Chief, Deputy Chief, or other administrative roles in the Criminal Justice System.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How	The program at this point does not have a tracking mechanism for obtaining this information. We are aware that many of our students over the last five years have received employment in corrections and law enforcement in the area. This knowledge however is obtained through

do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	personal reporting This is an area of improvement that needs to be addressed. We must establish some means of tracking student career placement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The current program director oversees the program since the last review period. For the purposes of this review the following actions have been incorporated to better then program. - Mid-week activities have been included in online courses to increase student engagement beyond weekly Discussion Board requirements. - Options are being examined for the development of courses such as DACUM and Performance Management.
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.	David Chambers, Program Coordinator - Evaluated the program and generated the report. Charles Jarrell, Chair Social Science - Chair over the Criminal Justice Program Lisa Madlem, Director of Assessment & Program Review - Assisted with properly completing the report. Lynn Breer, Director of Institutional Research and Reporting - Resource for data collected by the college.
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.	Input has been sought out from members of the Advisory Board. Specifically, members that have been very helpful include: - Chief Chad Reed - Charleston Police Department - Chief Jason McFarland - Effingham Police Department - Chief Sam Gaines - Mattoon Police Department Input from current chiefs of police helps to keep the programming current and relevant to needs of the industry.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	No
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A This is a 18 hour certificate The courses were determined in conjunctions with local law enforcement agencies base on their suggestions and input.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The range of salaries for a police officer in Illinois covers a spread of $49,670 per year to $105,540 per year. The median income for police officers in Illinois is $83,080 annually. The East Central Illinois regions see police officer salaries ranging from $37,770 through $82,920. The median income for police officers in the East Central Illinois region is $57,970 annually. www.onetonline.org
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years police applicants have been on the decline. This has caused substantial problems in the industry in terms of establishing a hiring list to work off of. One example of this would be the Charleston, Illinois Police Department just had nine (9) applicants apply to take the entrance exam. This same problem is being experience nationwide. Though frustrating for law enforcement employers the silver lining for students / applicants is the reduced competition for the available job openings on the market. Currently there are 1,660 listing for agencies taking applications in the State of Illinois. (https://illinoisjoblink.illinois.gov/ada/r/search/jobs?is_subsequent_search=true&keywords=police+officer&state=Illinois)

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/ IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html LMI data is reviewed every 10 years.
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?)	The issue of recruitment is currently being examine not only by Lake Land College in general but more specifically the Criminal Justice Program staff. We are looking at outreach initiatives that include campus student visit days, high school visits, marketing of degrees and certificate programs to police department in the region, as well as usage of a Facebook Group page and the idea of developing a Lake Land College Criminal Justice Tik Tok page. Additionally, marketing for this certificate is going to be taken directly to the law enforcement agencies within the Lake Land College district. This will be accomplished through personal department visits.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Courses and programs are assessed regularly to measure the degree of student knowledge retention.
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.	• Review of this program highlights the need for the development of classes covering means of effectively teaching and evaluating skills. This is the justification for examining the development of a DACUM workshop. • Additionally, a class is being explored geared towards managing workforce performance.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	Response

2.51 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• There is no additional cost as it utilizes existing courses and staff. • Costs are consistent with other academic (non-lab) programming on campus. • Program costs are covered by student tuition. • Revenue Analysis is not applicable • The student to faculty ratio in class is 25:1 or less. • Students taking regular loads fall and spring will earn 30 credit hours per year.
3.1 What are the findings of the cost-effectiveness analysis?	Not Applicable
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? Please explain.	Not Applicable
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	• Lake Land College programming is in line with other community colleges in the state regarding cost of education per credit hour.

2.5 How will the college increase the cost- effectiveness of this program?	• Lake Land College just reduced the cost of tuition per credit hour to $100 dollars for the upcoming year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	• Traditional lecture based classes • Online format • Use of recorded videos • Table top exercises Since this is a workforce ready degree the use of hands on and table top exercises really seems to have lasting impact.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	• This program is weighted heavily on the needs and industry standards reflected to us by the members of the Advisory Committee. • The program is strongly weighted on the concepts of serving and protecting all.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	• Yes • Though this certificate is offered to any student wanting to pursue it, the course is actually geared towards criminal justice professionals in the field wishing to move up into supervisory and management roles.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	• This degree can assist in continuing student education and as a means of improving ones knowledge and skill set as a supervisor or manager
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	• None completed at this time. Additional course are being examined at this time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	• None at this time.
3.7 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?	• Many of those that pursue this certificate are currently employed in the criminal justice field. These students bring incite to the class setting of the way things work in the field.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	A strong working relationship has been cultivated with the Charleston, Effingham, and Mattoon Police Departments as well as with the Effingham County Sheriff's Department.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	A good working relationship has been established with the following in helping to develop a more efficient and successful program. Emily Ramage Dean of Academic Operations Lake Land College Charles Jarrell Chair Social Science Lake Land College Lisa Madlem Director Assessment and Program Review Lake Land College

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?	• In house training for professional development is available. • Fall and spring development training development is required for full time faculty. • Adjunct staff is encouraged to attend fall and spring training. • Assessment software and learning management training sessions are provided throughout the year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	• In house training for professional development is available. Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	• Use existing college resources
3.18 What assessment methods are used to ensure student success?	• The program will be assessed yearly
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	• The program is assessed and recorded through WEAVE. This information is available for review at any time.

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3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	• The addition of weekly chapter quizzes has increased the overall knowledge retention of participating students.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	• This has not been tracked since the certificates inception. This is a measure that needs to be established for future reference.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	• A minimum of one time per year.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	• The development of new and updated curriculum is heavily influenced by input from the Advisory Board. This board is predominately populated by administrators of criminal justice agencies within the Lake Land College district.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	• Employers indicate they are satisfied with candidates they hire that participated in the Lake Land College Criminal Justice Program. • This interpretation is gather by personal statements provided to the program coordinator by agency administrators. Additionally, many administrators request that their testing dates and job openings be publicized to Lake Land College students and graduates.
3.25 What are the program's strengths?	• Teaching staff consists of retired and/or active law enforcement as well as attorneys. • Academic topics such as theory and law are presented in a manner as to be applicable in the field.

	• Hands on exercises are provided such as finger print labs, field interview exercises, Terry Stop exercises, etc.
3.26 What are the identified or potential weaknesses of the program?	• Having an adjunct with an on campus presence would be an asset.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	• Looking at the needs of the industry the following things were built since the last review: **Certificates:** Crime Scene Technician - This required the development of four new skill set classes in conjunction with the incorporation of two existing classes. **New Law Course:** Liability in Criminal Justice

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

- One of the classes offered CJS-153 (Police Operations) should actually be a below 100 level class.   This creates limitations on hiring teaching staff.
- Recruitment efforts need some attention.   This not only has a direct impact on student count, but also the potential pool of available employees wishing to go into criminal justice field.

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. Each year may represent a cohort.					
CTE Program	Criminal Justice Leadership NDP.CJL				
CIP Code	43.0107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	8	26	13	29
Number of Completers	0	0	0	1	2
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	- This information was gathered from the Program Improvement and Enhancement report compiled by Lake Land College. - Our student demographic mirror the population make up within the Lake Land College District. - For 2021 AAS.LE had 19 new enrollees - For 2021 NDP.LEO had 1 new enrollees - The 2021 enrollees consisted of the following:
	  5 part time - 15 full time students
	  14 males - 6 females
	   1 Hispanic - 19 white				

How does the data support the program goals? Elaborate.	N/A				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)?	No				

Please explain.	
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	N/A The student body reflects the makeup of the district population in general.
Are the students served in this program representative of the total student population? Please explain.	• Yes. The student body reflects the makeup of the district population in general.
Are the students served in this program representative of the district population? Please explain.	• Yes. The student body reflects the makeup of the district population in general.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program is a valuable asset for students wishing to pick up a workforce ready degree in the criminal justice field. There will be continued effort to build on the current platform and enhance practical application the academic goals and objectives.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The majority of the students in the Lake Land College Criminal Justice Program are employed in one fashion or another. Some are already employed in the criminal justice system. Making the program more assessable for those students would seem to be a logical step. One measure of accomplishing this would be to examine the option of more online and /or hybrid offerings where applicable.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives being met. There, however, is some delay in completion caused mostly by students not being able to take courses full time. Time will be devoted to developing accommodations to help reduce these students' barriers.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A The student body reflects the makeup of the district population in general.
Resources Needed	Nothing at this time.
Responsibility Who is responsible for completing or implementing the modifications?	David Chambers Program Coordinator

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Law Enforcement Operations (NDP.LEO)	Cert	20	43.0107	AAS.LE
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The Law Enforcement certificate is aimed at students who are seeking a career in law enforcement but may not want to complete a degree at this time. Also, for those currently in field. The program focuses the following: 1. Teaching how the Criminal Justice System operates 2. Orienting students to the foundations law enforcement practices 3. Defines the importance of ethics and honesty in policing. 4. Applying theoretical principles in a way that helps identify high risk behaviors or belief systems 5. Orients students to the workings of policing through community partnering. 6. Teaches hands on topics through labs and table top exercises. This degree prepares students for the following fields: Corrections Officer Investigations Law Enforcement Loss Prevention Officer Security Officer			

	Tele-communicator
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The program at this point does not have a tracking mechanism for obtaining this information. We are aware that many of our students over the last five years have received employment in corrections and law enforcement in the area. This knowledge however is obtained through personal reporting This is an area of improvement that needs to be addressed. We must establish some means of tracking student career placement.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	• Nothing was reported last period as this was a new program. The current program director oversees the program since the last review period. For the purposes of this review the following actions have been incorporated to better then program. • Mid-week activities have been included in online courses to increase student engagement beyond weekly Discussion Board requirements. • The use of video recorded weekly reviews are used in some courses. • Hands on and table top exercises are incorporated to apply theoretical ideas.
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.	David Chambers, Program Coordinator • Evaluated the program and generated the report. Charles Jarrell, Chair Social Science • Chair over the Criminal Justice Program Lisa Madlem, Director of Assessment & Program Review • Assisted with properly completing the report. Lynn Breer, Director of Institutional Research and Reporting • Resource for data collected by the college.

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.	Input has been sought out from members of the Advisory Board. Specifically, members that have been very helpful include: • Chief Chad Reed - Charleston Police Department • Chief Jason McFarland - Effingham Police Department • Chief Sam Gaines - Mattoon Police Department Input from current chiefs of police helps to keep the programming current and relevant to needs of the industry.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A This is a 20 hours Certificate

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The range of salaries for a police officer in Illinois covers a spread of $49,670 per year to $105,540 per year. The median income for police officers in Illinois is $83,080 annually. The East Central Illinois regions see police officer salaries ranging from $37,770 through $82,920. The median income for police officers in the East Central Illinois region is $57,970 annually. www.onetonline.org
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the last five years police applicants have been on the decline. This has caused substantial problems in the industry in terms of establishing a hiring list to work off of. One example of this would be the Charleston, Illinois Police Department just had nine (9) applicants apply to take the entrance exam. This same problem is being

	experience nationwide. Though frustrating for law enforcement employers the silver lining for students / applicants is the reduced competition for the available job openings on the market. Currently there are 1,660 listing for agencies taking applications in the State of Illinois. (https://illinoisjoblink.illinois.gov/ada/r/search/jobs?is_subsequent_search=true&keywords=police+officer&state=Illinois)
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/ IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html LMI data is reviewed every 10 years.
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?)	The issue of recruitment is currently being examine not only by Lake Land College in general but more specifically the Criminal Justice Program staff. We are looking at outreach initiatives that include campus student visit days, high school visits, marketing of degrees and certificate programs to police department in the region, as well as usage of a Facebook Group page and the idea of developing a Lake Land College Criminal Justice Tik Tok page.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Courses and programs are assessed regularly to measure the degree of student knowledge retention.
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.	Lake Land College Criminal Justice just developed and received ICCB approval for a new class: Liability in Criminal Justice. This course is going to be introduced to the Lake Land College Curriculum fall 2022 and requested to be added to the requirements for the Law Enforcement Operations NDP.LEO certificate.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affai*	Response

rs/program-review/)	
3.2 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• There is no additional cost as it utilizes existing courses and staff. • Costs are consistent with other academic (non-lab) programming on campus. • Program costs are covered by student tuition. • Revenue Analysis is not applicable • The student to faculty ratio in class is 25 : 1 or less. Students taking regular loads Fall and Spring will earn 30 credit hours per year.
3.3 What are the findings of the cost-effectiveness analysis?	Not Applicable
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? Please explain.	Not Applicable
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit,	• Lake Land College programming is in line with other community colleges in the state regarding cost of education per credit hour.

scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	• Lake Land College just reduced the cost of tuition per credit hour to $100 dollars for the upcoming year.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	• Traditional lecture based classes • Online format • Use of recorded videos • Hands on exercises • Table top exercises Since this is a workforce ready degree the use of hands on and table top exercises really seems to have lasting impact.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	• This program is weighted heavily on the needs and industry standards reflected to us by the members of the Advisory Committee. • The program is strongly weighted on the concepts of serving and protecting all.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	• Yes • The honor of preparing young people as well nontraditional students for a career in law enforcement is a matter of strong principle. This means students learn concepts of identifying problem behaviors not problem people. Students learn methods of investigating criminal acts and the importance doing the job within the confines of the law and the constitution. Additionally, students learn the significance of partnering with the citizens in their jurisdiction in order to better serve as peace officers. Therefore courses in this certificate are

	weighted heavy towards understanding the criminal justice system and topics to enhance understanding of police work.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	• This degree can assist in continuing their education or as a means of gaining direct employment in the workforce. One example of this would be the Illinois State Police's requirement to have a minimum of an Associate's degree to qualify for employment as a trooper.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	• Lake Land College just added a Crime Scene Technician certificate. This program is set to launch fall 2022. • Lake Land College just added a new course titled Liability in Criminal Justice.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	• None at this time.
3.7 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?	• The program has the opportunity for internships with local criminal justice agencies. • The students are afforded the experience of hands on labs such as: stop and frisk, vehicle stops, crime scene sketch, etc. Offering hands on exercises provides an opportunity to bring the relevance of class room topics to real world application.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	• No, however we do have internship arrangements with area departments.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	A strong working relationship has been cultivated with the Charleston, Effingham, and Mattoon Police Departments as well as with the Effingham County Sheriff's Department.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	A good working relationship has been established with the following in helping to develop a more efficient and successful program. Emily Ramage Dean of Academic Operations Lake Land College Charles Jarrell Chair Social Science Lake Land College

	Lisa Madlem Director Assessment and Program Review Lake Land College
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?	• In house training for professional development is available. • Fall and spring development training development is required for full time faculty. • Adjunct staff is encouraged to attend fall and spring training. • Assessment software and learning management training sessions are provided throughout the year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	• In house training for professional development is available. Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, *LGBTQIA history, Latina history, etc.) are run on the College's web* site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	• Use existing college resources
3.18 What assessment methods are used to ensure student success?	• The program will be assessed yearly
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	• The program is assessed and recorded through WEAVE. This information is available for review at any time

3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	• The addition of weekly chapter quizzes has increased the overall knowledge retention of participating students.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	• Students regularly update us as to their success in obtaining employment in the criminal justice field. This has not been tracked, however, the overall tone suggests students feel equipped to move into the field. • Reflection on this question has impressed a need to establish a tracking mechanism not only for programs success in terms of graduate employability but also graduate satisfaction.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	• A minimum of one time per year.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	• The development of new and updated curriculum is heavily influenced by input from the Advisory Board. This board is predominately populated by administrators of criminal justice agencies within the Lake Land College district.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	• Employers indicate they are satisfied with candidates they hire that participated in the Lake Land College Criminal Justice Program. • This interpretation is gather by personal statements provided to the program coordinator by agency administrators. Additionally, many administrators request that their testing dates and job openings be publicized to Lake Land College students and graduates.
3.25 What are the program's strengths?	• Teaching staff consists of retired and/or active law enforcement as well as attorneys. • Academic topics such as theory and law are

	presented in a manner as to be applicable in the field. • Hands on exercises are provided such as finger print labs, field interview exercises, Terry Stop exercises, etc. • Most likely the biggest strength of this programs is the ability of a student to obtain working knowledge of theory and skill application without investing in an associate's degree.
3.26 What are the identified or potential weaknesses of the program?	• Having an adjunct with an on campus presence would be an asset.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	• Looking at the needs of the industry the following things were built since the last review: Certificates: Crime Scene Technician - This required the development of four new skill set classes in conjunction with the incorporation of two existing classes. New Law Course: Liability in Criminal Justice

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
• One of the classes offered CJS-153 (Police Operations) should actually be a below 100 level class.   This creates limitations on hiring teaching staff. • Recruitment efforts need some attention.   This not only has a direct impact on student count, but also the potential pool of available employees wishing to go into criminal justice field.

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. Each year may represent a cohort.					
CTE Program	Law Enforcement Operations NDP.LEO				
CIP Code	43.0107				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	4	9	13	9	14
Number of Completers	1	2	2	5	2
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.
 	
It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)
	• This information was gathered from the Program Improvement and Enhancement report compiled by Lake Land College.
	• Our student demographic mirror the population make up within the Lake Land College District.
	• For 2021 AAS.LE had 19 new enrollees
	• For 2021 NDP.LEO had 1 new enrollees
	• The 2021 enrollees consisted of the following:
	  5 part time - 15 full time students
	  14 males - 6 females
	   1 Hispanic - 19 white

How does the data support the program goals? Elaborate.	N/A
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	N/A The student body reflects the makeup of the district population in general.
Are the students served in this program representative of the total student population? Please explain.	• Yes. The student body reflects the makeup of the district population in general.
Are the students served in this program representative of the district population? Please explain.	• Yes. The student body reflects the makeup of the district population in general.
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	This program is a valuable asset for students wishing to pick up a workforce ready certificate in the criminal justice field while not investing the time and money in an associate's degree. There will be continued effort to build on the current platform and enhance practical application the academic goals and objectives.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The majority of the students in the Lake Land College Criminal Justice Program are employed in one fashion or another. Some are already employed in the criminal justice system. Making the program more assessable for those students would seem to be a logical step. One measure of accomplishing this would be to examine the option of more online and /or hybrid offerings where applicable.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives being met. There, however, is some delay in completion caused mostly by students not being able to take courses full time. Time will be devoted to developing accommodations to help reduce these students' barriers.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	N/A The student body reflects the makeup of the district population in general.
Resources Needed	Nothing at this time
Responsibility Who is responsible for completing or implementing the modifications?	David Chambers Program Coordinator

Career & Technical Education	
College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

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
Robotic & Automated Manufacturing (AAS.CIM)	Degree	60	15.0406	CRT.CAD, NDP.PLC,

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 within this template or results may be reported within its own template. This is at the discretion of the college.	
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program is designed to give the student a broad background in the basics of robotics, automation, mechanics, fluid power, CAD, electronics and computer applications in manufacturing. Graduates will be prepared for the manufacturing jobs of the future in positions such as CAD/CAM operator/designer, manufacturing engineering technician, quality control technician, robotics technician, CNC operator/programmer, CIM or Automation Technician. Employment opportunities exist in many types of manufacturing industries, service industries and consulting firms.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Graduates of the program have little trouble finding work in the district. Currently there are more jobs available in this field than graduates. 80%+ outcome achievement
Past Program Review Action What action was reported last time the program was reviewed? Were	Program to continue with minor improvements. Degree was streamlined to 60 hours. Additional labs and assessments were added.

these actions completed?	
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.	Leo Kitten - CIM coordinator / Instructor Michael Beavers - Division Chair. Lisa Madlem, MA Director of Assessment & Program Review M. Lynn Breer, Ph.D. Director of Institutional Research & Reporting
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.	Advisory council as well as business partners from Stevens Ind, Versatec, IHI advise on the program.

CTE Program Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	NA - Degree requirement is 60 Hours

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Per EMSI Industry Snapshot Report for the counties in our area for Precision Turned Product Manufacturing. Our area is a hotspot for this kind of job. The national average for an area this size is 36* employees, while there are 82 here.

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	1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has increased over 1% Drop less than one percent per onetonline.org and iges.gov
	1.3 What labor market information sources are utilized and how often are LMI data reviewed?	EMSI Industry Snapshot Report and ONETonline.or for national and state labor market. ONET link: https://www.onetonline.org Reviewed yearly
	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?)	Dual Credit programs at local high schools. By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
	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 Vice President of Academic Services takes place before proceeding. Once he/she has approved the needs/changes, proceed to the Curriculum Committee.
	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.	No
	Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic affairs/program-review/)*	Response

	2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement Report (PIE) Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc. All programs have similar costs, but may not have labs Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc. -Cost recovery – PIE -Term Report or Annual Enrollment Report -PIE and Persistence Reports -PIE -PIE FT and PT credit hour accumulation
	2.2 What are the findings of the cost-effectiveness analysis?	Students are effectively hired. Program is doing well in regards to cost recovery.
	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? Please explain.	Not grant funded, though Perkins was used for 3D printer purchase.
	2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/program assist students in overcoming financial barriers to participate in this program?	Similar in costs to like programs across the college (e.g., same tuition and fees, number of credit hours, etc.) Perkins, FASFA completion, scholarships as well as emergency funding.

(e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost-effectiveness of this program?	Increase student enrollment through dual credit and online availability. Student lab and testing fees and Perkins funding.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Before this review, the college undertook a review of lab and course fees and changed accordingly. The college updated the lab with a new 3D printers and working towards a new laser cutter within the last year.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional, online, and hybrid. Similarly, though in classroom course completion is slightly higher.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Program uses local manufactures with employees and discusses the program strengths and weaknesses multiple times yearly.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Upon graduation, students will have a background in CAD and PLC as well as UR Robot certification which qualifies them for employment in several areas of manufacturing. Continuous improvement through assessment.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The classes have a strong lab component and is very well rounded in training utilizing multiple highly trained and skilled instructors including instructors with Electrical, Aeronautical, and Mechanical Engineering degrees with nearly 100 years of experience.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Most local schools offer Dual Credit CAD and many offer Manufacturing. Marshall, Effingham, and Paris high schools teach TEC-046, 047, 049, 051 which focus on introductory manufacturing skills which can be applied to this degree. Several also have CNC machines in use. CAD and CNC need continuous improvement. Director of dual credit also helps on all this.
3.7 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?	A 3 credit hour summer supervised occupational experience is available for interested students. Student and employer feedback into the program. Apprenticeships can be added.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	UR Robotic Certification. PLC Certification.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not yet, we are working on utilizing apprenticeship this summer and beyond.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	2+2 in Engineering Technology with Eastern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Ties are good with local companies provide constant feedback, almost weekly. Stevens Ind, IHI, Versatec, etc… Apprenticeships
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Stevens Ind, IHI, Versatec, Farmweld

	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?	Fanuc, Canvas, Weave, Diversity, and other training all included.
	3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support. Also training at EIU on diversity.
	3.17 What is the status of the current technology and equipment used for this program?	It is mostly up to date, but a few machines need replaced.
	3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports. Faculty course assessment data reports each semester, employer surveys, and student feedback for tenured faculty. Also, annual program assessment is completed.
	3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The surveys are discussed with my DC who also discusses with his leader.

	3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	More hands-on labs have been added. Continuously improve all labs and lectures to match today's standards
	3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student placement after graduation is very good and student feedback indicates most are very satisfied with their education. Employer surveys, student logs during SOE, optional end of semester class evaluations.
	3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	By hiring the students and discussing improvements to the program. Can be improved through apprenticeships.
	3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	They also provide the SOE experiences for most students and do curriculum design, review
	3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Based upon the last advisory committee meeting and employer feedback, highly satisfied.
	3.25 What are the program's strengths?	Hands-on learning. The classes have a strong lab component and classes are very well rounded in training utilizing multiple highly trained and skilled instructors including instructors with Electrical, Aeronautical, and Mechanical Engineering degrees with nearly 100 years of experience.
	3.26 What are the identified or potential weaknesses of the program?	Some machines are older. Some of the equipment requires Perkins funding for purchasing. The program is cramped for lab space.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	Training is being done for FANUC CNC's and robotics. Newer machines were purchased. Apprenticeships is beginning.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Lack of student enrollment.

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. Each year may represent a cohort.

CTE Program	Robotic & Automated Manufacturing (AAS.CIM)				
CIP Code	15.0406				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	2	3	4	4
Number of Completers	4	2	2	3	3
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender,	Course and Program Assessment, the annual graduation report, and the course persistence report. Tableau software is used. Enrollment numbers: 1 new, 3 continuing. 3 full time and 1 part time. Ethic Groups: 1 Hispanic, 3 white. Gender Groups: 4 Male, 0 Female.

age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)		
How does the data support the program goals? Elaborate.	Enrollment is down, but completion rates are up. Recruitment continuous.	
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No	
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college is working with local employers and starting apprenticeship programs in this degree to keep students involved in the field and keep them from dropping out.	
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women still are a true minority in the program.	
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the AAS.CIM program are representative of the age and race of the district. Women still are a minority in the program.	

		Review Results
	Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
	Summary Rationale Please provide a brief rationale for the chosen action.	The program is up-to-date and its graduates are in high demand. The state-wide trend in lower college enrollment can be seen here. However, several area high schools with dual credit may provide feeders for this.
	Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Recruitment efforts for the program. Apprenticeships.
	Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Continually improve to meet objectives.
	Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Adding apprenticeship programs.
	Resources Needed	Marketing
	Responsibility Who is responsible for completing or implementing the modifications?	The instructor and coordinator

Academic Years Reviewed:	2017-2022			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Electronic Engineering Technology (AAS.EET)	Degree	66.0	15.0303	CRT.ECT
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The Electronic Engineering Technology program is designed to prepare the student for transfer to one of Indiana State University's or Southern Illinois University's electronic degree programs. Students completing the Electronic Engineering Technology degree program have the skills and knowledge to be employed in many different electronic fields. This program teaches a broad range of electronics such as radio frequency communication, microprocessors, digital and linear electronics.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The program thoroughly covers its topics and its graduates are successful in finding employment or transferring the credits earned and attending a four year university, as this degree is designed as a transfer degree. Feedback from universities with transfer agreements has always been positive. With graduates gaining employment, employers are providing feedback on skills required for a task and if the graduate understands the task, including how to use tools to repair the issue. Lastly students in the computer field are required to take nationally recognized test to achieve certification.			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed.	This program updated several electronic courses, updated the technical math sequence, and deleted three credit hours. This year more options were placed into this degree to allow a student to transfer to a four year university.			

Review Team	Michael Beavers, Division Chair, Electronics Instructor
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.	Gary Lindley, Electronics Instructor Kris Kersey, Mechanical Electrical Instructor Joseph Tillman, Renewable Energy Instructor Dion Buzzard, Mechanical Electrical Instructor The team verifies class content and course assessments. Discusses content with advisory panel.
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.	**Student Support Specialist** advise incoming freshman on the program and coursework **Academic Advisor** advises students of course and options for other certificates and degrees. **Students** within the program are new to the field of study, or currently working in it. Their goal is to better qualify themselves as a technician. **Employers** are engaged in an advisory capacity, hire in an internship capacity (Supervisory Occupational Experience), and hire or promote a student with employment.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Currently at 66.0 hours, a student may take courses to transfer or specialize in a specific area. This degree was at 72.0 credit hours Five classes were updated over the past two years, and the total hours were cut, the need to allow the advisory panel time to consider what material needs to be cut allowing only 60 credit hours. The plan is for six more hours to be eliminated over the next two years.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Steady. Graduates usually become electronics techs. Some of these positions are expecting increases of 0.46% while some areas have anticipate declines of 0.47% over the next five years. https://www.illinoisworknet.com/

	Data is reviewed once a year during the end of the spring semester
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Very little change. Given the various areas of electronics, some show slight increases while other show slight decreases.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	O*NET Online (onetonline.org) https://www.illinoisworknet.com/ Data is reviewed once a year during the end of the spring semester.
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?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	This process is accomplished at the end of each school year. The team evaluates the changes that are to be made and sends any changes to the college's curriculum committee, which meets on a monthly basis.
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.	The changes of this program in the past five years included a decrease in total credit hours, developing two electronic courses and eliminating a course. During the recent pandemic, there has been new connections with industry through Zoom and email. Zoom has also expanded the type of modality of many course offerings. Courses are also offered in a two day format, so students can achieve their educational goals.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost- effectiveness: https://www.iccb.org/academic_affair s/program-review/)*	Response

2.2 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduler.
2.4 What are the findings of the cost-effectiveness analysis?	Since 2017, the program cost loss has been reduced from -$100,000 to -$48,000.
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? Please explain.	Most funding is not through grants.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	By reviewing the lab fees that are associated with each class has assured correct cost associated for that course. Therefore the cost is fair and reasonable for each course. The institution assist students through our grant office. Also, the College reviews the tuition cost and fees yearly. Next year, the College has reduced the tuition cost by approximately 10%. The technology division discusses internship partnering with local industry. On occasion, as certain industry needs work completed, an internship program is implemented for elective course credit.

2.5 How will the college increase the cost- effectiveness of this program?	By using online platform via Zoom, there is a reduction in student travel. Also due to global purchasing of computer electronic components, a decrease of money spent associated in lab cost has been utilized.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Less than $2,000 of supplies has been spent in the last five years for electronic components and equipment. Other cost associated with this certificate has been steady including tuition, lab and course fees.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Recently the college has used Zoom as a primary source of lecture while meeting for lab experiments in the classroom. Success rates has remained the same for the electronic and computer classes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The College uses the textbook that has been approved by the Electronics Technician Association (ETA) for proper course content. The ETA is a globally recognized organization used for testing and certification is electronics technology.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No; however, this program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the	Upon graduation, students will have the skills to find full time employment in the service sector or manufacturing. This certificate which a student receives can add value to their current job, another degree or certificate

college will improve the program based on the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about.	The quality within this program is shown with the local industry, advisory panel, and using proper textbooks associated with getting students certified for the field of electronics.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	A few area high schools are teaching Applied Electricity and Computer Hardware. One district high school and a vocational training center is teaching these two courses. Twelve students in each facility is the average amount of students. (1 to 12 faculty to student ratio)
3.7 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?	Credits may be obtained through a course named, Supervisory Occupation Experience (SOE). A student gains course credit and experience as a business takes on a student as a trainee. Hand on experience is the key for this electronics program. A student which participates with a SOE gains real work experience. The college working with industry within the community is extremely valuable. The college along with each department reaches out for their guidance in training.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. Automotive technology, ASE).	None required
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	ETA, Electronic Technician Association certification. Vendor certifications Test Out Network Pro.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Apprentice opportunities have been becoming more popular with students. Some students have taken on positions during the summer months which has proven out successful. Some students currently work in a related electrical field and attending school at the same time.
3.11 Please list all applicable licensure and industry/professional examinations. Include	Industry professional examinations include (ETA) Electronics Technicians Association, Electronic Technician Certificate. Network Pro Certification. The ETA exam is optional, with no student taking the exam during the school year. The Network Pro exam has

examination pass rates and the number of students who took each respective exam.	an 88% passing rate within this degree.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently three universities have agreements with this degree. They include: Indiana State University, Eastern Illinois University, and Southern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	While some local industries have closed or have been relocated to another state, newer companies have been built within the school district. These companies are contacted and many of them are anxious to find qualified graduates for employment. Partnerships with these newer companies has helped build a better more efficient curriculum.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Ties are good with local companies which serve on the advisory committee. There is great value with partnerships. Lake Land College partnerships are conducted fair and impartial.
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?	Professional development has often been granted to attend workshops or webinars. Recently, webinars have been the primary focus for additional instructor training. Staying in touch with Microsoft and Linux products during a school year is challenging as the technology moves very quickly and learning newer material is somewhat limited due to time and outdated equipment.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Some of the equipment is outdated, while other equipment is up to date. Oscilloscopes and computers are two pieces that need to be updated soon. Cost on this equipment has gone down and newer digital technology has improved.

3.19 How are these results utilized and shared with others at the institution for continuous improvement?	None
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Revisions are assessed yearly, discussed by the advisory panel, and then updates and resources being approved by the curriculum committee. The revisions keep the content of this certificate current. The graduates are work force ready.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Feedback from students are lacking, but they do find employment within industry. They continue to work in the field of electronics. The Curriculum Advisement Committee provides us with curriculum needed for our students to be successful in the work force. The majority of graduates stay in contact with an instructor by email or phone.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Committee improves the content greatly. They provide current needs in the computer industry. Due to the effect of the pandemic, the last several years the industry has focused on internet security and not hardware. Zoom meetings has had a positive "quicker" response of advisory panel meetings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Zoom conferences in the classroom. Also a yearly area employer job fair with onsite interviews.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers constantly are looking for qualified help and keep interviewing these students for employment. Employers also attend job fairs looking to hire local students. Currently we do not have a formal plan to collect this data. Prior to the pandemic, we discussed employer satisfaction at the yearly advisory panel discussion.
3.25 What are the program's strengths?	This program has been existing for 25 years, so it is well recognized within our community. While other area community colleges have dropped the electronics degree, this one at times attracts students from outside our community college district.

3.26 What are the identified or potential weaknesses of the program?	Most lab equipment is outdated and needs updated. Newer digital equipment is available.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Throughout the past several years the program has updated several (2) courses and has cut 5.0 hours out of the total hours required. Continuous improvement will be done to cut the program total hours by six more. This is a transfer degree, so extra classes in math and physics are required.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

With the COVID pandemic we had to make this program all online with Zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes. Other barriers included technology in the local school district as internet access in some rural areas was poor. Today many of these internet problems have been remedied. Wireless technology and the school checking out laptops and Chromebooks has allowed a student to complete a course. The use of virtual machines has also allowed the student to access software easily at no cost to the student! While maintaining student access to a class and having a support hotline has allowed us to continue to offer web based classes at better sequences for a student thus allowing them to successfully completing their educational goals.

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. Each year may represent a cohort.

CTE Program	Electronic Engineering Technology				
CIP Code	15.0303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	13	17	14	18
Number of Completers	2	1	3	2	3
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report. 6 male students, 4 full time, 2 part time, 1 remittance. Total 6 white male
How does the data support the program goals? Elaborate.	While the program goals are good, it needs to be promoted more aggressively with high school students and industry. Internships should also be more emphasized with our industry partners. Also documented classes of transfer classes need to be updated with our area four-year institutions, as they have also changed their degree requirements.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Lack of recent enrollment is the primary gap. Also many students which originally sign up for this certificate program, changes career options and changes programs within the college. Student which do go on with a stackable degree, drops this certificate and therefore is not counted as a certificate graduate.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Updating many classrooms with a Hi-flex system, one with camera, so that a student can take the class online or within a classroom. This enhancement should help in enrollment as it saves the student time and money.

Are the students served in this program representative of the total student population? Please explain.	The technology division including this program, Electronic Engineering Technology has a limited number, one or two students each year of ethnicity.
Are the students served in this program representative of the district population? Please explain.	This program, Electronic Engineering Technology, has a limited number of students each year of ethnicity which reflects the districts population.

Review Results	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated X Other (please specify) Changes made in delivery and time
Summary Rationale Please provide a brief rationale for the chosen action.	This program has changed in the fashion of delivery and time. While utilizing web classes more, the availability of classes is greater. Also an option to have this one year program to be extended into a two day a week program for three semesters. A two year degree is extended into three years. This will provide a student to only attend school two days a week and continue to work, possibly in an internship program
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	In fall semester 2022, some courses will be utilizing the Hy-flex Zoom platform for courses. This will allow students to obtain their educational goals while continuing to work and attend to their personal needs. In fall semester 2023, this degree will offer all classes in a virtual format allowing student to complete their goals in a two or three year format.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being met except for recruiting of students. We are working with local industry and area high schools with promoting the need for electrical, electronic, and computer technicians.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.

Resources Needed	With the current installation of cameras, smart boards and updated virtual machines, the communication technology is in place. As technology improves, both hardware and software upgrades will be required.
Responsibility Who is responsible for completing or implementing the modifications?	The Electronics Engineering Technology Program Coordinator and the Division Chair of Technology.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Electronic Systems Specialist Technology (AAS.EETES)	Degree	62.0	15.0303	CRT COMCT
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The Electronic Systems Specialist program prepares the student for employment in the electronics field of choice utilizing a hands-on approach. The graduate may chose classes in the electronics fields of computers, networking, telecommunications, or manufacturing. Electronics Systems Specialist applies their knowledge of electronics by assisting electronic engineers, performing test on new equipment designs, doing field service work or performing maintenance and repair on sophisticated electronic systems such as robotics, computers, and industrial controls.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The program thoroughly covers its topics and its graduates are successful in finding employment. Throughout each course, information is being assessed to verify that the student understands the content. With graduates gaining employment, employers are providing feedback on skills required for a task and if the graduate understands the task, including how to use tools to repair the issue. Lastly students in the computer field are required to take a nationally recognized test to achieve certification.			

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	This program updated several electronic courses, updated the technical math sequence, and deleted three credit hours. This year more options were placed into this degree to allow a student to transfer to a four year university
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.	Michael Beavers, Division Chair, Electronics Instructor Gary Lindley, Electronics Instructor Kris Kersey, Mechanical Electrical Instructor Joseph Tillman, Renewable Energy Instructor Dion Buzzard, Mechanical Electrical Instructor The team verifies class content and course assessments. Discusses content with advisory panel.
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.	**Student Support Specialist** advise incoming freshman on the program and coursework **Academic Advisor** advises students of course and options for other certificates and degrees. **Students** within the program are new to the field of study, or currently working in it. Their goal is to better qualify themselves as a technician. **Employers** are engaged in an advisory capacity, hire in an internship capacity (Supervisory Occupational Experience), and hire or promote a student with employment.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Currently at 62.0 hours, a student may take courses to transfer or specialize in a specific area. This degree was at 65.0 credit hours and since five classes were updated over the past two years, and the total hours were cut, the need to allow the advisory panel time to consider what material needs to be cut allowing only 60 credit hours. The plan is for two hours to be eliminated over the next two years.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Steady. Graduates usually become electronics techs. Some of these positions are expecting increases of 0.46% while some areas have anticipate declines of 0.47% over the next five years. https://www.illinoisworknet.com/ Data is reviewed once a year during the end of the spring semester
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Very little change. Given the various areas of electronics, some show slight increases while other show slight decreases.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	O*NET Online (onetonline.org) https://www.illinoisworknet.com/ Data is reviewed once a year during the end of the spring semester.
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?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	This process is accomplished at the end of each school year. The team evaluates the changes that are to be made and sends any changes to the College's Curriculum Committee, which meets on a monthly basis.
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.	The changes of these programs in the past five years included a decrease in total credit hours, developing two electronic courses and three new math courses. During the recent pandemic, there has been new connections with industry through Zoom and email. Zoom has also expanded the type of modality of many course offerings. Courses are also offered in a two-day format, so students can achieve their education goals.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
3.4 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years, all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year to year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch, Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
3.5 What are the findings of the cost-effectiveness analysis?	Since 2017, the program cost loss has been reduced from -$100,000 to -$48,000.
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? Please explain.	Most funding is not through grants.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	By reviewing the lab fees that are associated with each class has assured correct cost associated for that course. Therefore the cost are fair and reasonable for each course. The institution assist students through our Grant Office. Also, the College reviews the tuition cost and fees yearly. Next year the College has reduced the tuition cost by approximately 10%.

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The technology division discusses internship partnering with local industry. On occasion as certain industry needs work completed, an internship program is implemented for elective course credit.
2.5 How will the college increase the cost- effectiveness of this program?	By using on line platform via Zoom, there is a reduction in student travel. Also due to global purchasing of computer electronic components, a decrease of money spent associated in lab cost has been utilized.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Less than $2,000 of supplies has been spent in the last five years for electronic components and equipment. Other cost associated with this certificate has been steady including tuition, lab and course fees.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Recently the college has used Zoom as a primary source of lecture while meeting for lab experiments in the classroom. Success rates has remained the same for the electronic and computer classes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The College uses the textbook that has been approved by the Electronics Technician Association (ETA) for proper course content. The ETA is a globally recognized organization used for testing and certification is electronics technology.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No; however, this program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Upon graduation, students will have the skills to find full time employment in the service sector or manufacturing. This certificate which a student receives can add value to their current job, another degree or certificate.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The quality within this program is shown with the local industry, advisory panel, and using proper textbooks associated with getting students certified for the field of electronics.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	A few area high schools are teaching Applied Electricity and Computer Hardware. One district high school and a vocational training center is teaching these two courses. Twelve students in each facility is the average amount of students. (1 to 12 faculty to student ratio)
3.7 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?	Credits may be obtained through a course named, Supervisory Occupation Experience (SOE). A student gains course credit and experience as a business takes on a student as a trainee. Hands on experience is the key for this electronics program. A student, which participates with a SOE, gains real work experience. The College is working with industry within the community is extremely valuable. The College, along with each department, reaches out for their guidance in training.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	None required

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	ETA, Electronic Technician Association certification. Vendor certifications Test Out Network Pro.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Apprentice opportunities have been becoming more popular with students. Some students have taken on positions during the summer months, which has proven out successful. Some students currently work in a related electrical field and attending school at the same time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Industry professional examinations include (ETA) Electronics Technicians Association, Electronic Technician Certificate. Network Pro Certification. The ETA exam is optional, with no student taking the exam during the school year. The Network Pro exam has an 88% passing rate within this degree.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Currently three universities has agreements with this degree. They include: Indiana State University, Eastern Illinois University, and Southern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	While some local industry have closed or have been relocated to another state, newer companies have been built within the school district. These companies are contacted and many of them are anxious to find qualified graduates for employment. Partnerships with these newer companies has helped build a better more efficient curriculum.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Ties are good with local companies, which serve on the advisory committee. There is great value with partnerships. Lake Land College partnerships are conducted fair and impartial.
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?	Professional development has often been granted to attend workshops or webinars. Recently, webinars have been the primary focus for additional instructor training. Staying in touch with Microsoft and Linux products during a school year is challenging as the technology moves very quickly and learning newer material is somewhat limited due to time and outdated equipment.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity

	month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Some of the equipment is outdated, while other equipment is up- to-date. Oscilloscopes and computers are two pieces that need to be updated soon. Cost on this equipment has gone down and newer digital technology has improved.
3.18 What assessment methods are used to ensure student success?	Data is entered into an assessment program (WEAVE) and evaluated. Dated can also be evaluated through the software simulation program from Test Out Corporation.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	None
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Revisions are assessed yearly, discussed by the advisory panel, and then updates and resources being approved by the curriculum committee. The revisions keep the content of this certificate current. The graduates are work force ready.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Feedback from students are lacking, but they do find employment within industry. They continue to work in the field of electronics. The Curriculum Advisement Committee provides us with curriculum needed for our students to be successful in the work force. The majority of graduates stay in contact with an instructor by email or phone.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee improves the content greatly. They provide current needs in the computer industry. Due to the effect of the pandemic, the last several years the industry has focused on internet security and not hardware. Zoom meetings has had a positive "quicker" response of advisory panel meetings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning	Zoom conferences in the classroom. In addition, a yearly area employer job fair with onsite interviews.

opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers constantly are looking for qualified help and keep interviewing these students for employment. Employers also attend job fairs looking to hire local students. Currently, we do not have a formal plan to collect this data. Prior to the pandemic, we discussed employer satisfaction at the yearly advisory panel discussion.
3.25 What are the program's strengths?	This program has been existing for 25 years so it is well recognized within our community. While other area community colleges have dropped the electronics degree, this one at times attracts students from outside our community college district.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Throughout the past several years the program has updated several (5) courses and has cut 3.50 hours out of the total hours required. Continuous improvement will be done to cut the program total hours by two more.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic we had to make this program all online with Zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes. Other barriers included technology in the local school district as internet access in some rural areas was poor. Today, many of these internet problems have been remedied. Wireless technology and the school checking out laptops and Chromebooks has allowed a student to complete a course. The use of virtual machines has also allowed the student to access software easily at no cost to the student! While maintaining student access to a class and having a support hotline has allowed us to continue to offer web based classes at better sequences for a student thus allowing them to successfully completing their educational goals.

Lake Land College - District 51701

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. Each year may represent a cohort.					
CTE Program	Electronics System Specialist Technology				
CIP Code	15.0303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	9	9	16	10
Number of Completers	2	0	1	5	1
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report. There are 6 male students, 4 full time, 2 part time, 1 remittance. There is a total 6 white male students
How does the data support the program goals? Elaborate.	While the program goals are good, it needs to be promoted more aggressively with high school students and industry. Internships should also be more emphasized with our industry partners.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Lack of recent enrollment is the primary gap. Also many students which originally sign up for this certificate program, changes career options and changes programs within the college. Student which do go on with a stackable degree, drops this certificate and therefore is not counted as a certificate graduate.

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Updating many class rooms with a Hi-flex system, one with cameras, so that a student can take the class online or within a classroom. This enhancement should help in enrollment as it saves the student time and money.
Are the students served in this program representative of the total student population? Please explain.	The technology division including this program, Electronics Systems Specialist Technology has a limited number, one or two students each year of ethnicity
Are the students served in this program representative of the district population? Please explain.	The Electronic Systems Specialist Technology has a limited number of students each year of ethnicity which reflects the districts population.
Review Results	
Action	☐Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated X Other (please specify) Changes made in delivery and time
Summary Rationale Please provide a brief rationale for the chosen action.	This program has changed in the fashion of delivery and time. While utilizing web classes more, the availability of classes is greater. Also an option to have this one year program to be extended into a two day a week program for three semesters. This will provide a student to only attend school two days a week and continue to work, possibly in an internship program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	In fall semester 2022, some courses will be utilizing the Hy-flex zoom platform for courses. This will allow students to obtain their educational goals while continuing to work and attend to their personal needs. In fall semester 2023, this degree will offer all classes in a virtual format allowing student to complete their goals in a two or three year format

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being met except for recruiting of students. We are working with local industry and area high schools with promoting the need for electronic technicians.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.
Resources Needed	With the current installation of cameras, smart boards and updated virtual machines, the communication technology is in place. As technology improves, both hardware and software upgrades will be required.
Responsibility Who is responsible for completing or implementing the modifications?	The Electronics Engineering Technology Program Coordinator and the Division Chair of Technology.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Computer Systems (NDP.CT)	Cert	11.0	15.1202	AAS.EETES, AAS.EET, AAS.MECH, CERT.COMPT
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program is designed for students who already have a background in computer technology and wish to sharpen their computer tech skills while working to obtain the CompTIA A+, Network +, while obtaining the national computer certification, Test Out certification.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The certificate is stackable with the Computer Technician Certification (30.0 total hours) Graduates have passed these exams to achieve computer positions within industry			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program to continue after deleting 6.0 hours, concentrating on three national certifications			

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.	Gary Lindley, Instructor of Electronics Engineering Technology. Test Out the leading provider of these certifications provides conferences to keep current on trends within the computer industry. Test Out simulates the global recognized testing provided by COMPTIA. Industry and business professionals are engaged in the objectives and review of the material provided. This advisory panel consist of graduates from electronic, computer, and mechanical programs from Lake Land College.
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.	**Student Support Specialist** advise incoming freshman on the program and coursework **Academic Advisor** advises students of course and options for other certificates and degrees. **Students** within the program are new to the field of study, or currently working in it. Their goal is to better qualify themselves as a technician. **Employers** are engaged in an advisory capacity, hire in an internship capacity (Supervisory Occupational Experience), and hire or promote a student with employment.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into this certificate.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 11.0 credit hours
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Slightly increasing. A 0.11% annual compound growth is expected over the next 5 years. https://www.illinoisworknet.com/ Data is reviewed once a year during the end of the spring semester

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	There is an anticipated five year growth of 1.08% for graduates of this certificate.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	O*NET OnLine (onetonline.org) https://www.illinoisworknet.com/ Data is reviewed once a year during the end of the spring semester.
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?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum is reviewed yearly and updated every two years. The objectives stay the same but the material updates as new computer technology is developed.
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.	The change of the program name and content focusing on certifications increased the number of students. Creating a stackable certification program increased its recruiting ability.
Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants,	In the PIE (Program Improvement Enhancement) report that has been completed for the last five years all costs to the institution associated with this program are evaluated. Items included are salaries of instructors and adjuncts, equipment costs, lab costs, travel, building, supplies, etc. Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, are all included in the PIE report. Course section fill rates, enrollment trends, credit hours earned year-to-year and scheduling efficiency are also included. This data is analyzed every year and provided a score, of Green=Meets Requirements, Yellow=Watch,

tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Red=Advisory. Anything that did not score in the Green category is discussed to see what changes can be made, if any, to improve the other areas Scheduling efficiency is discussed with the Academic Scheduling Coordinator who does all of the coursework scheduling.
2.2 What are the findings of the cost-effectiveness analysis?	Since 2017, the program cost for Electronic Technology programs loss has been reduced from -$100,000 to -$48,000. This program of three courses is all online. The total cost of these courses has not changed much in the last five years.
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? Please explain.	Student tuition, lab fees and online fees. The three courses are online without additional textbook or lab tools cost. Most funding is not through grants.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	By reviewing the lab fees that are associated with each class has assured correct cost associated for that course. Therefore the cost are fair and reasonable for each course. The institution assist students through our Grant Office. Also, the College reviews the tuition cost and fees yearly. Next year, the College has reduced the tuition cost by approximately 10%. The technology division discusses internship partnering with local industry. On occasion as certain industry needs work completed, an internship program is implemented for elective course credit.
2.5 How will the college increase the cost- effectiveness of this program?	This program includes three online classes using third party software. The overall cost is difficult to reduce as each cost is fixed including lab fees, tuition, and the third party software vender.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Since each course software has a set cost to them through Test Out Corporation, and each class (3 within this certificate) is online, they can't be reduced. They are at minimum.

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	This three course within this program are on the internet. By using a software package and a lab simulator, each class can be managed online.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The quality of the material is constantly updated within Test Out Corporation, a learning provider for COMPTIA computer certifications
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No; however, this program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V. n/a
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Upon graduation, students will have the skills to find full time employment in the service sector or manufacturing. This certificate, which a student receives, can add value to their current job, another degree or certificate

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The latest virtual machines were adapted to all classrooms and labs which allows the student to communicate without communication problems. These units are a great improvement as Test Out utilizes uses many videos and virtual labs.
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There is no dual credit for this certificate
3.7 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?	Some enrollees could work full time jobs while pursuing this certificate, as it is an online certification. The three classes online and updated as computer technology changes makes it an ideal program for students. The certifications are recognized by industry
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	None required
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Client Pro, Network Pro, PC Pro
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	None, but some students have been employed maintaining computers while attending these classes
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	If a student decides to continue their education, as this certificate is stackable to two associate degrees, then he/she may decide to continue their education, as currently, three universities have agreements with these degrees. They include Indiana State University, Eastern

	Illinois University, and Southern Illinois University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No partnerships have been developed. This certificate has been a starting point for many students to start their education. Partnerships could be present for current employees needing to update their computer skills for certification.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Ties are good with local companies which serve on the advisory committee.
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?	Web Based Seminars from Test Out Corporation Professional development has often been granted to attend workshops or webinars. Recently webinars has been the primary focus for additional instructor training.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Internet connection and web based connections are very reliable on campus.

3.18 What assessment methods are used to ensure student success?	Faculty report each semester via Weave and program assessment is completed annually when applicable.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment data is collected in an assessment program (WEAVE) and evaluated for continuous improvement.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Data is assessed each semester with changes made to each class and program throughout the academic year. Three to five subjects assessed after each class to improve student learning, and the certificate assessed yearly to update all information.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students like the web based learning environment certification, and they fully understand the material provided End of the semester course evaluation online.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Program Advisory Committee totally agrees with the material taught within the Test Out certification software.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunity	Employers within the information systems field of study fully recognize certification within each computer topic. Some students have been hired while attending these courses, or working while trying to achieve certifications.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers constantly are looking for qualified help and keep interviewing these students for employment. Employers also attend job fairs looking to hire local students. Currently we do not have a formal plan to collect this data. Prior to the pandemic, we discussed employer satisfaction at the yearly advisory panel discussion.
3.25 What are the program's strengths?	It is online with information provided by COMPTIA, the leader in computer technology information

3.26 What are the identified or potential weaknesses of the program?	Areas within the school district with poor internet connection
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program model decreased by 7.0 credit hours. It currently focuses on three certifications which industry expects for an employee to hold.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic, we had to make this program all online with Zoom capabilities for several semesters. We are now back to face-to-face with most classes, while still offering a more flexible online option for some classes. Other barriers included technology in the local school district as internet access in some rural areas was poor. Today, many of these internet problems have been remedied. Wireless technology and the school checking out laptops and Chromebooks has allowed a student to complete a course. The use of virtual machines has also allowed the student to access software easily at no cost to the student! While maintaining student access to a class and having a support hotline has allowed us to continue to offer web based classes at better sequences for a student thus allowing them to successfully completing their educational goals.

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. Each year may represent a cohort.

CTE Program	Computer Systems				
CIP Code	15.1202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	9	2	4	3
Number of Completers	0	0	2	0	0
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	The majority of the students continue their education in a one year certification or a two year degree, while claiming only the larger degree.				

department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report Students that achieved this certificate continued their education in a technical program, and claimed the larger degree at graduation. In 2021 there were 191 total students, 170 male and 21 female. This included 115 full time and 76 part time students. Other student data included: Readmit of 22, continuing students was 104, new students was 52 and 13 new transfer students. The ethnics included: Asian of 3, Black equaled 9, Hispanic was also 9, unknown equaled 7, and White was 163. The schools demographics corresponds close to this data.
How does the data support the program goals? Elaborate.	Enrollment has been low but the program is stackable with five programs. The certificate changes need to be promoted better to be successful or the certificate will be abolished.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Lack of recent enrollment is the primary gap. Also, many students which originally sign up for this certificate program, changes career options and changes programs within the college. Student which do go on with a stackable degree, drops this certificate and therefore is not counted as a certificate graduate.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans	Updating many class rooms with a Hi-flex system, one with cameras, so that a student can take the class online or within a classroom. This enhancement should help in enrollment as it saves the student time and money.

to do to close identified gaps.	
Are the students served in this program representative of the total student population? Please explain.	The Computer Systems Certificate has a limited number of students each year of ethnicity which reflects the districts population.
Are the students served in this program representative of the district population? Please explain.	The Computer Systems program and Technology programs as a whole have a limited number of students each year of ethnicity which reflects the districts population.

Review Results	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated X Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The three courses are updated as new versions of computer hardware and software are introduced. The three courses with the main content coming from Test Out Corporation which offers Pro Certifications in each courses. These are nationally recognized certifications.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	To target and advertise the value of certifications of these three topics areas (Microsoft Operating Systems, PC Hardware and Networking) to local high school students that will be graduating. Since this certification is stackable to several associate degrees, this would be a vehicle to motivate their interest in electronics and computer technology. Brochures and pamphlet flyers are to be developed and marketed next year.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Students need to achieve certifications when working in the computer environment. This certificate offers a student that opportunity. A retake of this certification test is offered to the student if needed.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.
Resources Needed	With the current installation of cameras, smart boards and updated virtual machines, the communication technology is in place. As technology improves, both hardware and software upgrades will be required
Responsibility Who is responsible for completing or implementing the modifications?	The Electronics Engineering Technology Program Coordinator and the Division Chair of Technology.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Electronic Control Technician (CRT.ECT)	CERT	31.0	15.1202	AAS.EETES, AAS.MECH
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	An Electronic Control Technician graduate is prepared for entry level positions in electronic systems and controls. Control processes are utilized in water treatment facilities, manufacturing, and food processing and energy production. Graduates of the Electronic Control Technician program will be employable in the electronics field. They can apply mathematical skills in using analytical problem solving and graduates will be proficient in the use of basic electronic measuring and test equipment.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The program thoroughly covers its topics and its graduates are successful in finding employment. Throughout each course information is being assessed to verify that the student understands the information. With graduates gaining employment, employers are providing feedback on skills required for a task and if the graduate understands the task, including how to use tools to repair the issue. Graduates with this certification finds employment quickly within three months of graduating and/or continues taking classes achieving a two year degree.			

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program is to continue with minor changes. Also 4.0 hours were removed from this certificate
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.	Michael Beavers, Division Chair, Electronics Instructor with over 20 years of field experience, teaches programming, digital circuits and programmable logic controllers. Gary Lindley, Electronics Instructor and Program Coordinator, with over 20 years of technical experience teaches electronic fundamentals, analog circuits, computer hardware and networking. Joseph Tillman, technology instructor teaches electrical courses and advanced analog circuitry. All three faculty holds a Master's degree in a technical field. We also have an Advisory Council that consists of several technicians and engineers from our local area. The majority of the members from the advisory panel are graduates from a technical program at Lake Land College. The advisory panel meets yearly to keep us informed of any technical changes from within industry. Other resources reviewing program assessment are the Director of Assessment & Program Review, Director of Institutional Research and Reporting, and Director of Data Analytics.
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.	**Student Support Specialist** advise incoming freshman on the program and coursework **Academic Advisor** advises students of course and options for other certificates and degrees. **Students** within the program are new to the field of study, or currently working in it. Their goal is to better qualify themselves as a technician. **Employers** are engaged in an advisory capacity, hire in an internship capacity (Supervisory Occupational Experience), and hire or promote a student with employment.

CTE Program Review Analysis
Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

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.	Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The courses include many lab hours and are not traditional 3.0 hour classes. They do add up to 31.0 hours

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Steady. Graduates usually become electronics techs. Some of these positions are expecting increases of 0.46% while some areas have anticipate declines of 0.47% over the next five years O*NET OnLine (onetonline.org) https://www.illinoisworknet.com/ Data is reviewed once a year during the end of the spring semester.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Very little change. Given the various areas of electronics, some show slight increases while other show slight decreases.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	O*NET OnLine (onetonline.org) Data is reviewed at the end of each spring semester.
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?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	This process is accomplished at the end of each school year. The team evaluates the changes that are to be made and sends any changes to the College's Curriculum Committee which meets on a monthly basis.

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? Please explain.	Most of the funding is not by grants
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	By reviewing the lab fees that are associated with each class has assured correct cost associated for that course. Therefore, the cost are fair and reasonable for each course. The institution assist students through our Grant Office. Also, the College reviews the tuition cost and fees yearly. Next year the College has reduced the tuition cost by approximately 10%. The technology division discusses internship partnering with local industry. On occasion, as certain industry needs work completed, an internship program is implemented for elective course credit.
2.5 How will the college increase the cost- effectiveness of this program?	By using on line platform via Zoom, there is a reduction in student travel. Also due to global purchasing of computer electronic components, a decrease of money spent associated in lab cost has been utilized.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Less than $2,000 of supplies has been spent in the last five years for electronic components and equipment. Other cost associated with this certificate has been steady including tuition, lab and course fees.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Recently the college has used Zoom as a primary source of lecture while meeting for lab experiments in the classroom. Success rates has remained the same for the electronic and computer classes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The College uses the textbook that has been approved by the Electronics Technician Association (ETA) for proper course content. The ETA is a globally recognized organization used for testing and certification is electronics technology.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	No, however, this program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

If yes, describe any strengths or challenge to program of study implementation.	
3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Upon graduation, students will have the skills to find full time employment in the service sector or manufacturing. This certificate, which a student receives, can add value to their current job, another degree or certificate. Students can continue their education and earn an associate's degree in Electronics Technology. We then have several more options with four year universities. We have 2+2 agreements with Indiana State University in Electronics, Eastern Illinois University in Applied Technology, and Southern Illinois University in Industrial Management.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The quality within this program is shown with the local industry, advisory panel, and using proper textbooks associated with getting students certified for the field of electronics.
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	A few area high schools are teaching Applied Electricity and Computer Hardware. One district high school and a vocational training center is teaching these two courses. Twelve students in each facility is the average amount of students. (1 to 12 faculty to student ratio)
3.7 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?	Credits may be obtained through a course named, Supervisory Occupation Experience (SOE). A student gains course credit and experience as a business takes on a student as a trainee. Hands on experience is the key for this electronics program. A student, which participates with a SOE, gains real work experience. The College working with industry within the community is extremely valuable. The College, along with each department, reaches out for their guidance in training.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	None required
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	ETA, Electronic Technician Association certification. Vendor certifications Test Out Network Pro.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Apprentice opportunities have been becoming more popular with students. Some students have taken on positions during the summer months which has proven out successful. Some students currently work in a related electrical field and attending school at the same time.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Industry professional examinations include (ETA) Electronics Technicians Association, Electronic Technician Certificate. Network Pro Certification. The ETA exam is optional, with no student taking the exam during the school year. The Network Pro exam has a 88% passing rate within this degree.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This certificate is stackable with two associate's degrees. They include Electronic Systems Specialist and Applied Engineering Technology
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	While some local industry has closed or have been relocated to another state, newer companies have been built within the school district. These companies are contacted and many of them are anxious to find qualified graduates for employment.. Partnerships with these newer companies has helped build a better more efficient curriculum.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Ties are good with local companies which serve on the Advisory Committee.
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?	Professional development has often been granted to attend workshops or webinars. Recently webinars has been the primary focus for additional instructor training. Staying in touch with Microsoft and Linux products during a school year is challenging as the technology moves very quickly and learning newer material is somewhat limited due to time and outdated equipment.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Some of the equipment is outdated, while other equipment is up to date. Oscilloscopes, and computers are two pieces that needs to be updated soon. Cost on this equipment has gone down and newer digital technology has improved. PLC equipment works well but the College network has software issues.
3.18 What assessment methods are used to ensure student success?	Data is entered into an assessment program (WEAVE) and evaluated. Dated can also be evaluated through the software simulation program from Test Out Corporation.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment data is collected in an assessment program (WEAVE) and evaluated for continuous improvement.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Revisions are assessed yearly, discussed by the advisory panel, and then updates and resources being approved by the curriculum committee. The revisions keep the content of this certificate current. The graduates are work force ready.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Feedback from students are lacking, but they do find employment within industry. They continue to work in the field of electronics. The curriculum advisement committee provides us with curriculum needed for our students to be successful in the work force. The majority of graduates stays in contact with an instructor by email or phone.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee improves the content greatly. They provide current needs in the computer industry. Due to the effect of the pandemic, the last several years the industry has focused on internet security and not hardware. Zoom meetings has had a positive "quicker" response of advisory panel meetings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Zoom conferences in the classroom. Also a yearly area employer job fair with onsite interviews.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers constantly are looking for qualified help and keep interviewing these students for employment. Employers also attend job fairs looking to hire local students. Currently we do not have a formal plan to collect this data. Prior to the pandemic, we discussed employer satisfaction at the yearly advisory panel discussion. This information is collected informally from employers who contact one of the three review team members looking for a qualified technician
3.25 What are the program's strengths?	This program has been existing for 10 years so it is well recognized within our community. While other area community colleges has dropped the industrial electronics degree, this one at times attracts students from outside our community college district.
3.26 What are the identified or potential weaknesses of the program?	Declining state and district populations has led to lower enrollment in the program.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Throughout the past several years the program has updated several (2) courses while cutting five hours from the program. Now at 30.0 semester hours and stackable to the associates degree, it is a good starting point for students to start a career within industry. With local industry supporting this certificate, the program should continue with minor yearly improvements.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic, we had to make this program all online with Zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes. Other barriers included technology in the local school district as internet access in some rural areas was poor. Today, many of these internet problems have been remedied. Wireless technology and the school checking out laptops and Chromebooks has allowed a student to complete a course. The use of virtual machines has also allowed the student to access software easily at no cost to the student! While maintaining student access to a class and having a support hotline has allowed us to continue to offer web based classes at better sequences for a student thus allowing them to successfully completing their educational goals.

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. Each year may represent a cohort.

CTE Program	Electronic Control Technology Certificate				
CIP Code	15.1202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	1	0	0	1
Number of Completers	0	0	2	1	1
Other (Please identify)					

| What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.

It may also be appropriate to analyze intersectionality among student demographics | Course and program assessments, enrollment numbers, the annual graduation report, and the course persistence report

Students that achieved this certificate continued their education in a technical program, and claimed the larger degree at graduation..

In 2021 there were 191 total students, 170 male and 21 female.

This included 115 full time and 76 part time students.

Other student data included: |
|---|---|

Review Results	
Action	☐Continued with Minor Improvements ☐Significantly Modified ☐Placed on Inactive Status ☐ Discontinued/Eliminated X Other (please specify) Changes made in delivery and time
Summary Rationale Please provide a brief rationale for the chosen action.	This program has changed in the fashion of delivery and time. While utilizing web classes more, the availability of classes is greater. Also an option to have this one year program to be extended into a two day a week program for three semesters. This will provide a student to only attend school two days a week and continue to work, possibly in an internship program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	In fall semester 2022, some courses will be utilizing the Hy-flex Zoom platform for courses. This will allow students to obtain their educational goals while continuing to work and attend to their personal needs. In fall semester 2023, this degree will offer all classes in a virtual format allowing student to complete their goals in a two or three year format
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being met, except for recruiting of students. We are working with local industry and area high schools with promoting the need for electronic technicians.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.
Resources Needed	With the current installation of cameras, smart boards and updated virtual machines, the communication technology is in place. As technology improves, both hardware and software upgrades will be required.
Responsibility Who is responsible for completing or implementing the modifications?	The Electronics Engineering Technology Program Coordinator and the Division Chair of Technology.

Lake Land College - District 51701

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2018-2022

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Computer Technician (CRT.COMTC)	Cert	30.0	15.1202	AAS.EETES, AAS.EET

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The Computer Technician program prepares the student for entry into the broad field of computer repair and maintenance in a variety of areas such as personal computers, telecommunications, industrial and computer network systems. The program also prepares the student for A+ certification testing, test out certification, and standards of excellence set by the computer industry.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The certificate covers its topics well and its graduates are usually successful in finding employment.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program to continue with minor improvements. These improvements included eliminating 4.0 credit hours and updating course objectives.

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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.	Gary Lindley, Electronics Engineering Technology Instructors Candace Miller, Computer Hardware Instructor Engagement process included enhancing course outlines, updating text books, developing a new electricity class. Keeping current with the advisory panel.
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.	**Student Support Specialist** advise incoming freshman on the program and coursework **Academic Advisor** advises students of course and options for other certificates and degrees. **Students** within the program are new to the field of study, or currently working in it. Their goal is to better qualify themselves as a technician. **Employers** are engaged in an advisory capacity, hire in an internship capacity (Supervisory Occupational Experience), and hire or promote a student with employment.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	Students submit ACT or SAT scores or else are tested for Reading, Math, and English skills. However, there are no requirements for placement into ENG-050 and the tech math classes.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This certificate is 30.0 credit hours
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Mixed. Some employers like AAS students to hold this certificate because of the network and hardware skills. If the student receives outside vendor certification, the job outlook is better. The majority of job announcements require vendor certification. https://www.illinoisworknet.com/

	Data is reviewed once a year during the end of the spring semester
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for computer technicians have remained about the same The qualifications has higher demand with vendor certifications.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	O*NET OnLine (onetonline.org) https://www.illinoisworknet.com/ Data is reviewed once a year during the end of the spring semester.
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?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts. High school visits promoting degrees and certifications.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The curriculum is reviewed yearly and updated every two years. The objectives stay the same but the material updates as new computer technology is developed.
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.	Received some new computer hardware over the five year period. Needing new every other year to stay current with technology advances in the workplace. Computer system simulations are used to stay current and as a learning tool. Most area businesses has not yet updated their equipment due to the pandemic.

Lake Land College - District 51701

Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness:* https://www.iccb.org/academic_affairs/program-review/*)*	Response
2.2 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysist • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The CRT.COMTC receives an annual budget of $1400.00 which also includes the AAS degrees in electronics. This certificate has a lower expense program in comparison to many programs within the Technology division. Student tuition, lab and course fees along with some Perkins grant funding Most funding though is not through grants. The College spent about $6000.00 over the past five years to update some of the technology within this program. Except for this past year, the Computer Hardware classes (two) has filled to 80% capacity. Electronic and computer classes has a ratio of 1 instructor to 12 students. 4 of 5 years. Recently, the downturn of enrollment effected these classes. Recent trends are in a downturn. Effected total enrollment has effected this trend. 15.0 course hours each year Scheduling is at 100% efficiency
What are the findings of the cost-effectiveness analysis?	Since 2017, the program cost for Electronic Technology programs loss has been reduced from -$100,000 to -$48,000.
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? Please explain.	Most funding is not through grants.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The CRT.COMTC is a lower level expense program in the Technology Division. Very little funding has been given it in the past 5 years. Many students enrolled in this program has taken a similar course while in high school (dual credit) helping financially.
2.5 How will the college increase the cost- effectiveness of this program?	By using on line platform via Zoom, there is a reduction in student travel. Also due to global purchasing of computer electronic components, a decrease of money spent associated in lab cost has been utilized.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Less than $750 of supplies has been spent in the last five years for computer equipment. Other cost associated with this certificate has been steady including tuition, lab and course fees.
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Recently the college has used Zoom as a primary source of lecture while meeting for lab experiments in the classroom. Success rates has remained the same for the electronic and computer classes.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The quality of the material is constantly updated within Test Out Corporation, a learning provider for COMPTIA computer certifications. Basic math skills, English, social science, along with hands on technical skills are covered.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No, however, this program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Upon graduation, students will have the skills to find full time employment in the service sector or manufacturing. This certificate which a student receives can add value to their current job, another degree or certificate
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	While a solid certificate, it is similar to many computer technician certificates seen in Illinois community colleges.
3.6 Describe dual credit implementation for this program (generally how many students, courses, and participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	A few area high schools are teaching Applied Electricity and Computer Hardware. One district high school and a vocational training center is teaching these two courses. Twelve students in each facility is the average amount of students. (1 to 12 faculty to student ratio)
3.7 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?	N/A
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	None required

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	There are three vendor credentials built into this certification. Test Out Client Pro, Network Pro, and PC Pro.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	There is not an apprentice program built into this certificate, but there have been many students which have been working in the electronic computer field, taking advanced classes to achieve vendor certifications.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Every student in this certificate program is required to take three classes with professional certification attached to the course. About 80% of the students pass the certification for that required course. Network Pro, Client Pro, and PC Pro are the three required courses.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None for this one year certification.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Students which decide to complete a two year education with computer experience have options with transfer agreements in place to attend universities with degrees in electronics and computer technology. Partnerships with three area universities exist. They include Indiana State University, Eastern Illinois University, and Southern Illinois University.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Ties are good with local companies which serve on the advisory committee. There is great value with partnerships. Lake Land College partnerships are conducted fair and impartial.
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?	Professional development has often been granted to attend workshops or webinars. Recently webinars has been the primary focus for additional instructor training. Staying in touch with Microsoft and Linux products during a school year is challenging as the technology moves very quickly and learning newer material is somewhat limited due to time and outdated equipment.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA

	history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	Useful equipment but somewhat outdated. The equipment is at least four years old.
3.18 What assessment methods are used to ensure student success?	Data is entered into an assessment program (WEAVE) and evaluated. Dated can also be evaluated through the software simulation program from Test Out Corporation.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	None
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Revisions are assessed yearly, discussed by the advisory panel, and then updates and resources being approved by the Curriculum Committee. The revisions keep the content of this certificate current. The graduates are work force ready.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The students are eager to start working on computer systems. Most of the students enjoy the hands on approach of learning their skill.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee improves the content greatly. They provide current needs in the computer industry. Due to the effect of the pandemic, the last several years the industry has focused on internet security and not hardware. Zoom meetings has had a positive "quicker" response of advisory panel meetings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement,	Zoom conferences in the classroom. Also a yearly area employer job fair with onsite interviews.

work- based learning opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Local employers constantly are looking for qualified help and keep interviewing these students for employment. Employers also attend job fairs looking to hire local students. Currently, we do not have a formal plan to collect this data. Prior to the pandemic, we discussed employer satisfaction at the yearly advisory panel discussion.
3.25 What are the program's strengths?	The program offers three globally recognized certifications in hardware and software.
3.26 What are the identified or potential weaknesses of the program?	Not up to date hardware for current hands on experience.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The CRT.COMCT Program has decreased total credit hours down to 30.0 The program eliminated a computer servicing class as much of the material was already included in the A+ class, PC Pro.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
With the COVID pandemic, we had to make this program all online with Zoom capabilities for several semesters. We are now back to face-to-face with most classes while still offering a more flexible online option for some classes. Other barriers included technology in the local school district as internet access in some rural areas was poor. Today, many of these internet problems have been remedied. Wireless technology and the school checking out laptops and Chromebooks has allowed a student to complete a course. The use of virtual machines has also allowed the student to access software easily at no cost to the student! While maintaining student access to a class and having a support hotline has allowed us to continue to offer web based classes at better sequences for a student thus allowing them to successfully completing their educational goals.

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. Each year may represent a cohort.

CTE Program	Computer Technician Certificate				
CIP Code	15.1202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	4	3	8	8
Number of Completers	0	0	2	1	1
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race,	9 male, 2 female. 5 full time and 5 part time 6 continuing students, 4 new enrollment, and 1 new transfer. 10 White, 1 Hispanic

special population status & race, etc.)	
How does the data support the program goals? Elaborate.	While the program goals are good, and this certificate is stackable with two associate degree program, it needs to be promoted more aggressively with high school students and industry.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Lack of recent enrollment is the primary gap. Also many students which originally sign up for this certificate program, changes career options and changes programs within the college. Student which do go on with a stackable degree, drops this certificate and therefore is not counted as a certificate graduate.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Updating many class rooms with a Hi-flex system, one with cameras, so that a student can take the class online or within a classroom. This enhancement should help in enrollment as it saves the student time and money.
Are the students served in this program representative of the total student population? Please explain.	The technology division including this program, Computer Technician Technology has a limited number, one or two students each year of ethnicity
Are the students served in this program representative of the district population? Please explain.	This program, Computer Technician Technology has a limited number of students each year of ethnicity which reflects the districts population.
Review Results	
Action	☐ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated X Other (please specify) Changes made in delivery and time
Summary Rationale Please provide a brief rationale for the chosen action.	This program has changed in the fashion of delivery and time. While utilizing web classes more, the availability of classes is greater. Also an option to have this one year program to be extended into a two day a week program for three semesters. This will provide a student to only attend school two days a week and

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	continue to work, possibly in an internship program
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	In fall semester 2022, some courses will be utilizing the Hy-flex Zoom platform for courses. This will allow students to obtain their educational goals while continuing to work and attend to their personal needs. In fall semester 2023, this program will offer all classes in a virtual format allowing student to complete their goals in a two or three year format.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	All program objectives are being met except for recruiting of students. We are working with local industry and area high schools with promoting the need for electrical, electronic, and computer technicians.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College has an open enrollment admissions policy, thus assuring ease of access to all students. In addition, the 2023-2027 Strategic Plan has a goal of closing the equity gap with a focus on student access and affordability through implementing an institutional diversity, equity, and inclusion and belonging plan.
Resources Needed	With the current installation of cameras, smart boards and updated virtual machines, the communication technology is in place. As technology improves, both hardware and software upgrades will be required.
Responsibility Who is responsible for completing or implementing the modifications?	The Electronics Engineering Technology Program Coordinator and the Division Chair of Technology.

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2018-2022			
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
Programmable Logic Controllers (NDP.PLC)	Cert	6	47.0103	
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 within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The overarching objective is teach automation skills such as PLC and HMI programming. Students will take jobs in manufacturing where PLC's are used to control industrial processes. We use the Weave program for class and program assessment.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	PLC certificate graduates are in high demand. Employers routinely ask to come by the HMI class to recruit students. Of the 16 times the class has met, we have had 5 employers come to the class to speak and recruit.			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Keep promoting the program to certificate and AAS students. There were no action steps.			

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.	Michael Beavers Department Chair of Technology. Michael designed and teaches classes for the program. Rob Roberson adjunct instructor also teaches Other resources include the Lisa Madlem, Director of Assessment & Program Review, Lynn Breer Director of Institutional Research & Reporting, and Lisa Cole, Director of Data Analytics.
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.	Student Support Specialists (They advise incoming freshmen on the program and coursework) Advisory Council – members provide input on skills needed for employability and new skills needed in the field.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	No
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Enrollment in technology courses has declined by double digits over the last 5 years, leaving the local area with unfilled automation jobs. The current demand is high and any PLC tech that would like a job can easily find employment. PLC/HMI tech. Wages are also increasing based on information from employers that are visiting out class. See 1.3 for citation.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The State projects a 1% decline over the next 5 years.
	
	Employment(2018)
	
	    3,280 employees
	
	Projected employment(2028)
	
	    3,240 employees
	
	Projected growth(2018-2028)
	
	    -1%
	
	Projected annual job openings(2018-2028)
	
	    310
	
	If enrollment holds steady or continues to decline, employability of program graduates will continue to be high

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	17-3023.00 - Electrical and Electronic Engineering Technologists and Technicians (onetonline.org) Data is looked at least yearly as we give presentation about the certificate.
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?)	The program has not required active recruitment as word of mouth has been sufficient in the past. Two of the three classes are part of other degrees and a student just needs the one additional class to complete the certificate.
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 VPAS takes place before proceeding. Once he/she has approved the needs/changes, proceed to the Curriculum Committee.
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.	Yes. After a review of the program classes, it became apparent that new updated hardware and software were needed to more closely mirror what is being used in local industry. New hardware and software have been donated and will be installed summer 2022.

Indicator 2: Cost Effectiveness *(see ICCB and system resources for cost-effectiveness:* *https://www.iccb.org/academic_affairs/program-review/)*	Response
3.6 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) • Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc. • All programs have similar costs, but may not have labs • Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc. • Cost recovery – PIE • Term Report or Annual Enrollment Report PIE and Persistence Reports • PIE • PIE FT and PT credit hour accumulation
3.7 What are the findings of the cost-effectiveness analysis?	The cost efficiency of the program has been good. Class fill was good. There are no consumable costs and the classes have been taught by adjuncts from time to time.
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? Please explain.	The new hardware and software will carry us for 5 -10 years so no immediate alternative funding source is needed.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/	Perkins, FASFA completion, scholarships as well as emergency funding. Similar in costs to like programs across the college (e.g., same tuition and fees, number of credit hours, etc.)

program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	
2.5 How will the college increase the cost- effectiveness of this program?	Class fill rate would increase the cost effectiveness of the class. Currently at 10, max is 12 per class
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program can be run in any format. The students have access to the PLC and HMI via the web. We have only run it in the traditional modality for the past few year. Course Persistence Report provides a summary of success rates for online vs. face-to-face course sections.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	We are in contact with local employers regularly. They come here for advisories meetings as well as recruiting. We assess classes each semester and assess the program once per year.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.

3.4 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. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	It is my understanding that career pathways are industry recognized credentials, or an associate degree or higher. With that definition, the answer is No, it does not meet that standard. There are no plans currently to increase the hours of the program or to add some type of industry credentialing. If our advisory committee recommends we pursue either of these we will pursue it at that point.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	N/A
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	None
3.7 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?	None
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No

3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	We are currently looking at registered apprenticeships and feel that this will strengthen our current relationships with industry as well as build new ones.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	None
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?	For adjuncts: Adjunct staff development is voluntary but highly encouraged to attend three, half day sessions per academic year. There are assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web

	site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.17 What is the status of the current technology and equipment used for this program?	The Allen Bradley PLC software and hardware will be new for Fall 2022 as well as the HMI hardware and software.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and 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 (PIE) reports. Discussions are also built into the class giving students an opportunity to evaluate their own learning and how the class might be improved.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	They are utilized by the instructor making changes to the class based on assessment. Other instructors and the program director can see and comment on the assessment.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The core skills of the program seem to be covered and retained well. The methodology of the HMI course was changed this year to include less rigid labs and more experimental programming.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Overall, they feel comfortable applying for HMI and PLC jobs. They are afraid that employers expect them to know as much as employees with experience. We bring in employers to talk with the students so that they can learn exactly what employers are looking for. Student satisfaction is recorded by student discussion post on Canvas.

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Committee makes suggestion about which PLC and HMI brands they are working with and what students need to know to be successful. Working on registered apprenticeships with our industry partners will create an environment where we are in communication more often and addressing deeper issues about individual skills over general skills.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	Employers routinely ask to come in and recruit students. We are moving to a format that will allow students to work in the field and go to school more easily.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers routinely ask to come in and recruit students. Based on this verbal feedback, we find that employer satisfaction is high. Employee satisfaction is collected verbally through contact with employers.
3.25 What are the program's strengths?	The program focuses on real world programming scenarios like the student will find in industry. The instructor is a seasoned PLC/HMI programmer. We also use equipment that is used at several manufacturing plants in our area.
3.26 What are the identified or potential weaknesses of the program?	The program lacks dual credit, online and HyFlex options. Course materials will need to be redone due to the new equipment. Even though local need for PLC/HMI employees is currently high, more students in the program could saturate the market in a few years.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The program lacks dual credit options and those are being planned. The program also currently lacks online and HyFlex options which will be implemented as well. Course materials will need to be redone due to the new equipment.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
It is difficult to navigate the College enrollment process. Filling out the state required paperwork (e.g. FASFA, Laker Profile, and Intent to enroll) can be a daunting task for first time and often first generation college students.	

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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. Each year may represent a cohort.

CTE Program	Programmable Logic Controllers				
CIP Code	47.0103				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Number of Students Enrolled	Students don't typically enroll in this program so we only see who graduates				
Number of Completers	12	10	7	4	2
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Tableau software is used. Disaggregated data is reviewed in the PIE (Program Improvement and Enhancement Reports) that are completed annually. Data looks at Full-time, part-time, male, female, freshmen, sophomore, ethnicity, black, Hispanic, unknown and white and much more. 100% are male 100% are full time 97% are white and 3% are Hispanic, Black, or unknown
How does the data support the program goals? Elaborate.	The general program goal is to provide specific training that leads toward employment in any environment where PLC's might be used. Course assessments and advisory council feedback have helped to identify and promote collaboration between course curriculum and employer needs.

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, the data encompassed all aspects of the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	We are constantly exploring modalities that might be more effective. We also have many working adult students where a Hy-Flex model might be effective. We recently had equipment installed in the classroom so that we could do that and are upgrading our PLC software and hardware to make this option practical.
Are the students served in this program representative of the total student population? Please explain.	No, female enrollment is low.
Are the students served in this program representative of the district population? Please explain.	No, female enrollment is low.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is successful overall. The employers are pleased with our graduates and come to the PLC classes to recruit students. Students take jobs where they can use their PLC skills. Going to remote learning had an impact on program graduates. Enrollment data for 2023 shows an increase in students from last year.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	None at this time.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	They are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college offers a variety of scholarships.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	The program coordinator

ACADEMIC DISCIPLINE

Academic Disciplines	
College Name:	Lake Land College
Academic Years Reviewed:	2018-2022
Discipline Area:	Communication
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 of the discipline?	Oral and written communications are paramount for success in all disciplines. One objective is for students to produce clear, concise written communication that includes both creative and rhetorical writing. As well, it is necessary to prepare students to speak fluently in academic endeavors and beyond college in an increasingly global environment.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Coursework in both written and oral communication courses is designed to prepare students beyond college in careers and personal life situations. Through the use of grading rubrics and continuing course assessment, instructors are able to evaluate student success and adjust with varying student needs, including traditional and non-traditional learners.
How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	Communication is key in every field of study in and outside of the college environment. The college's mission statement includes but is not limited to effective learning and lifelong educational needs of a diverse community. Through meaningful exercises involving oral and written communication, students learn to express thoughts, purpose, research, and values in ways that respectfully take into consideration a larger world and its demands.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	In an effort to capture more students, the prefixes SPE (Speech) and RTV (Radio/TV) were changed to COM (Communications). So often, students develop anxiety over the word "speech." "Communication" is more inviting. Also, since there is so much of a connection between speech and radio/tv classes, it seemed most appropriate to combine the two under the same prefix. Course and program assessment has become a major asset in many areas of the college, including academics, and has aided in monitoring the effectiveness of coursework in communications. While it was difficult to implement course assessment initially due to low faculty buy-in, the results have proven to be useful in evaluating student success and considering new pedagogies for instruction.
Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Strong communication across the college's divisions concerning curriculum needs continue to improve with a strong Curriculum Committee, Academic Standards Committee and various task force efforts. As well, there is an aggressive General Education Committee that aids in maintaining quality general education courses in the various program areas. Advisory Boards in various divisional programs add great industry perspectives and help drive curriculum changes when necessary. The Illinois Articulation Agreement (IAI) also reviews courses. Again, course and program assessment data is available in our planning management software WEAVEonline, so all areas of the college are able to access and review data.

1.2 How will students be informed or recruited for this discipline?	Lake Land College is constantly changing and improving ways to reach out to the community in recruitment efforts. Multiple recruitment methods are ongoing and effective, including high school visits, college ambassador work, college counselors and advisors, as well as traditional advertising and social media. There is a new student group called "The Vibe," and its purpose is to see happenings around campus and in classrooms and report on various social media platforms so fellow students will be informed. Students enrolled in communication courses while satisfying general education requirements find particular interest in the discipline and sometimes declare their majors based on course interest. Because of the high demand for communication skills in all life experiences, including careers, the college continues to maintain "Communication" as one of our five college values.
1.3 What, if any, new Academic Transfer degrees/major options have been added/deleted to the college's offerings during the last review period? What determined this action?	We have remained consistent with our degrees/offerings for Communications.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	There are 18 total Communications courses in the Lake Land College catalog.
Indicator 2: Cost Effectiveness	**Response**
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The cost of the program mainly faculty salaries as well as cost of textbooks to be rented to students. There are 4 full-time instructors and 4-6 part-time adjunct instructors.

2.2 What steps can be taken to offer curricula more cost-effectively?	Textbook adoption has been severely reduced considering the past budgetary crisis. Few Communications textbooks have been updated in the last 4-5 years. As financial resources improve, the division has started updating books based upon discipline priority. OERs are also used in classrooms.
2.3 Is there a need for additional resources?	The need for additional resources would mainly be in the form of travel for faculty to attend conferences to remain abreast of new and innovative trends in communication fields. While OER's can be accessed to provide valuable educational information, they cannot replace the importance of faculty members meeting and networking with educators in the same field at other educational institutions.
Indicator 3: Quality	**Response**
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	All communication courses are offered in traditional classrooms and online. Some are offered in a hybrid format, and all have sections that meet in mods (generally 8-week sessions). Writing courses have been offered in an accelerated format (Intersession- 3 weeks). Contextualized courses for specified programs on campus are offered every semester.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The college's Institutional Researcher collects data to compare the success rates between face-to-face and online sections and some contextualized courses versus traditional. The data in contextualized developmental writing is reviewed and used as an intervention to reduce attrition in those courses. All courses have assessment plans and data to measure success.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	The college has a formalized and consistent evaluation process. Full-time faculty members are evaluated every two years. Students routinely complete an evaluation on non-tenured faculty members and tenured faculty members who initiate an evaluation. Dual credit faculty submit comprehensive portfolios every three years, unless an issue has been discovered in the evaluation process.

3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	None.
3.6 How does the discipline identify and support "at-risk" students? What supports are available to these students and how are students made aware of these supports?	This is achieved typically at the instructor level. Depending on the nature, instructors can identify students and recommend tutoring. Instructors also receive a roster of all TRIO students and students with accommodation needs within their courses (not all are at risk). Lake Land College Early Advantage Program (LEAP) is a cooperative process between Student Services and faculty to report and assist at-risk students.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Communications 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.
3.8 What does the discipline or department review when developing or modifying curriculum?	Direct inter-divisional and intra-divisional communication has been the most effective form of identifying, informing and responding appropriately to curricula changes. This is done both formally and informally.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	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.

3.10 How does the college determine student success in this discipline?	At Lake Land College, we place a heavy emphasis on course assessment that has an oversight by lead instructors. That course assessment directly relates back to the classroom for implementation of results through changes in the curriculum when needed.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Yes, there have been assignments determined through the assessment process to be less effective, so changes were made. One quick example is how teaching students to use APA documentation in assignments was more thoroughly covered during lectures before students had to produce assignments using it.

List any barriers encountered while implementing the discipline.
GRIT/MINDSET of students plays a major hurdle in Communications. COLLEGE READINESS is lacking in a vast majority of students.

Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Communication				
Course Title	COM 070 Radio Production Lab				
Course Description	The further application of the techniques of good broadcasting is covered including announcing, writing, managing, and working for a station image. Operation of various automation systems, along with air work on the college radio station is emphasized.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	6	7	10	9
Credit Hours Produced	65	30	35	50	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75	83	86	80	67
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A

How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 072 Fall Sportscasting				
Course Description	This course is designed to give a background in announcing various sporting events. Experience includes broadcasting fall sports at local high schools and Lake Land College on WLKL, Lake Land College's radio station. Training of broadcast equipment is also included.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	0	7	0	0
Credit Hours Produced	7	0	7	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71	N/A	100	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication
Course Title	COM 073 Spring Sportscasting
Course Description	This course is designed to improve basketball, baseball and softball announcing skills. Training and practice of sportscasting

	continues with coverage of Lake Land College and high school sporting events on WLKL, Lake Land College's radio station.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	0	7	0	0
Credit Hours Produced	12	0	14	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83	N/A	100	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 082 Fall Athletic Announcing				
Course Description	This course is designed to refine sports announcing skills. Experience includes broadcasting fall sports at local high schools and Lake Land College on WLKL, Lake Land College's radio station. Training of broadcast equipment is also included.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	11	0	9	0
Credit Hours Produced	0	11	0	9	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	91	N/A	89	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 083 Spring Athletic Announcing				
Course Description	This course is designed to enhance basketball, baseball and softball announcing skills. Experience includes broadcasting high school and Lake Land College sports on WLKL, Lake Land College's radio station. The fundamentals of play-by-play color commentary, analysis, and interviewing are included.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	7	0	13	0
Credit Hours Produced	0	14	0	26	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	57	N/A	77	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 150 Introduction to Broadcasting				
Course Description	Emphasis is placed on all aspects of the broadcasting industry including history, digital radio, high definition television, programming, the FCC, advertising, and responsibility to society. A brief explanation of the technical operations of a station is presented.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	17	19	14	16
Credit Hours Produced	39	51	57	42	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	62	59	63	79	56
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MC 914	IAI MC 914	IAI MC 914	IAI MC 914	IAI MC 914
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 155 Radio TV Announcing				
Course Description	The principles of broadcast announcing are discussed and are applied to reading commercials, news, voice tracking, sports, and on-air music announcing. Interviewing techniques and the relationship between the announcer and the public are included.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	15	18	9	10
Credit Hours Produced	33	45	54	27	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	64	67	67	89	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MC 918	IAI MC 918	IAI MC 918	IAI MC 918	IAI MC 918
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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.				

Lake Land College - District 51701

Academic Discipline Area	Communication				
Course Title	COM 160 Radio Station Operation				
Course Description	A practical demonstration course to begin "on air" work. In addition to air time, other duties such as news gathering, production, programming, etc. are assigned. Reading meters, filling out operating logs and editing audio are also incorporated.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	13	12	11	9
Credit Hours Produced	50	65	60	55	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70	69	75	64	78
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MC 915	IAI MC 915	IAI MC 915	IAI MC 915	IAI MC 915
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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.				

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Lake Land College - District 51701

Academic Discipline Area	Communication				
Course Title	COM 165 Broadcast Writing				
Course Description	The principles of broadcast journalism and copy writing are presented along with oral style, editing, rewriting stories, and writing commercials that sell. The legal aspects of libel and slander are discussed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	11	12	13	11
Credit Hours Produced	36	44	48	52	44
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89	91	75	85	64
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MC 918	IAI MC 918	IAI MC 918	IAI MC 918	IAI MC 918
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 175 Broadcast Sales				
Course Description	Broadcast selling principles from the Radio Advertising Bureau are presented. Conducting a client needs analysis and servicing an account are stressed. Analysis of surveys is included. The Radio Marketing Professional national exam is given as part of the course.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	7	8	6	9
Credit Hours Produced	30	21	24	18	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90	100	75	83	78
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 180 Basic TV Production				
Course Description	The course is designed to acquaint students with various aspects of professional TV studio production. Technical proficiency in basic camera operation direction and non-linear editing are stressed. Actual production of interviews, commercials, and news are included.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	7	6	9	11
Credit Hours Produced	45	21	18	27	33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87	86	100	89	91
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MC 916	IAI MC 916	IAI MC 916	IAI MC 916	IAI MC 916
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 185 Advanced Radio Production				
Course Description	In this course students polish the skills and techniques of boardwork, announcing, voice tracking, news and sports writing, and production. The importance of promotion, management of station personnel, and programming a station for profit are stressed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	7	7	6	9
Credit Hours Produced	36	28	28	24	36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78	86	100	100	67
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 190 Basic Animation				
Course Description	Students will be introduced to the newest trends in Multimedia Technology. Emphasis will be placed on developing aptitude in DVD authoring, postproduction software, animation, streaming media, shooting video, editing, lighting, and audio. The course will be primarily project based.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MC 924	IAI MC 924	IAI MC 924	IAI MC 924	IAI MC 924
How does the data support the course goals? Elaborate.	N/A				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 111 Intro to Speech Communications				
Course Description	Focuses on the fundamental principles and methods of selection, analyzing, organizing, developing and communicating information, evidence, and points of view to audiences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	866	856	795	733	672
Credit Hours Produced	2598	2568	2385	2199	2016
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93	91	95	93	91
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI C2 900	IAI C2 900	IAI C2 900	IAI C2 900	IAI C2 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 200 Interpersonal Communication				
Course Description	Principles and practices of oral communication emphasizing message formation and delivery, listening, perception, awareness of verbal and non-verbal codes, and managing conflict.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	80	75	52	76	72
Credit Hours Produced	240	225	156	228	216
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94	88	93	92	98
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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.				

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Academic Discipline Area	Communication				
Course Title	COM 213 Intro/Group Discussion				
Course Description	Focuses on the principles and application of public and closed group discussions with emphases on purposes and common forms, critical analyses and participation.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	8	8	6	0
Credit Hours Produced	21	24	24	18	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	100	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 220 Persuasive Speaking				
Course Description	Studies audience attitudes, logical lines of reasoning, and emotional appeals used in causing an audience to accept different views or to adopt recommended courses of actions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41	75	52	50	72
Credit Hours Produced	123	225	156	150	216
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97	88	93	95	82
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	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	Communication				
Course Title	COM 244 Intro to Acting				
Course Description	Focuses on approaches to acting with emphasis on basic techniques and the development of character as it relates to the role.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	0	0
Credit Hours Produced	0	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	N/A	N/A	N/A	N/A	N/A
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI TA 914	IAI TA 914	IAI TA 914	IAI TA 914	IAI TA 914
How does the data support the course goals? Elaborate.	N/A				
What disaggregated data was reviewed?	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 Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. Analyze the overall communications program data and institutional student data. 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
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	To date, all program objectives have been met. In the future, if any objectives are not met, the lead instructor for a course not meeting objectives will work toward an Action Plan with other instructors per the college's assessment process.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Students are actively engaged in class discussions concerning diversity, equity, and inclusion, which exposes gaps. Also, students who need a variety of ways to complete course requirements are given opportunities. Accessibility is an important consideration in Communication courses, and faculty are mindful of ways to provide accessible education to a variety of learners.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students reaching college-level communications have disparate success rates depending on pre-requisite path or specific courses taken. Further nuanced studies are necessary to better understand contributing factors to performance levels. Sharing of data with specific faculty involved would be beneficial in seeking solutions. The college investment in student support and academic analytical tools will be a strong step towards understanding some of these trends to produce actionable steps to mitigate lower success rates.
Resources Needed	Investment into college-wide analytical software to rapidly study and better understand the student success, trends and progression in a variety of ways.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Lead Instructor and Division Chair of the Humanities Division.

CROSS-DISCIPLINARY

English Language Acquisition (Title II- Adult Education and Literacy Program) This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.					
College Name:	Lake Land College				
Academic Years Reviewed:	2018-2022				
Performance and Equity Please complete for the ELA program reviewed.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	48	39	41	33	42
Number of Completers	29	31	21	19	19
Number of Students in a Bridges course:	N/A	N/A	N/A	N/A	N/A
Number of Students in an ICAPS course:	N/A	N/A	N/A	N/A	N/A
Number of Students in Workplace Literacy Training	N/A	N/A	N/A	N/A	N/A
Other (Please identify)					
How does the data support the program goals? Elaborate.	The goals of English as a second language adult education programming are to help English language learners read, speak, and comprehend language and mathematics to complete a high school equivalency, begin postsecondary education and vocational training, or enter or improve employment. For the students who continue in the program, which this data does not reflect, a majority are making positive one to two level gains on CASAS.				
Are there any identifiable gaps? If so, please explain.	One gap is the number of completers (measured by post-test completion) in the pre-pandemic years (years one and two) are markedly higher than the numbers during the pandemic. The changing economy, employment needs, and the pandemic negatively impacted completion, which is shown in the reasons why students are leaving the programming. According to our data in DAISI, the reasons students do not complete the ESL program include entering employment, moving with/without communicating that to the instructor, or inadequate transportation to attend in person. Technology has not been a listed reason, but understanding how to use technology and having access to adequate technology can be a barrier for our ESL students, too.				

What is the college doing to overcome any identifiable gaps?	One of our instructors addresses transportation and weather issues by having students meet through Zoom or complete Burlington English modules when they cannot meet in person, and she has good attendance in the remote sessions. Additionally, we are expanding our laptop/Chromebook library, loaning them to students who face a digital divide.
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	Our instructors connect with our students in a welcoming classroom environment. Our advisors, transition coordinator, program coordinator, and director work hard to ensure equity gaps are limited or eliminated as much as possible. Two staff members have completed Safe Zone Ally training and all seek professional development on racial equity issues. With that said, we will continue to formalize our training and watch for racial equity gaps.
Review Summary	
Program Objectives What are the objectives of the English Language Acquisition program?	• To help English language learners read, speak, comprehend language and mathematics to complete a high school equivalency, begin postsecondary education and training, enter or improve employment, and improve interactions in American society We need to expand and specify assessment goals as well as measurable markers. This is in process for 2022-2023.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	According to CASAS results, our students meet this goal well. Each year, students have shown post-test level gains: 21 of 29 students in 2018, 18 of 27 in 2019, 18 of 18 in 2020, 14 of 18 in 2021, and 14 of 17 in 2022.

How do your program objectives align with the goals and objectives in the [2018-2023 Illinois Adult Education Strategic Plan](#)?	The majority of our ESL students are gaining language skills for the workforce, personal interactions, or to continue education. • Objective 1: Our program occasionally enrolls one or two students who are also in our ICAPS/Bridge programming (welding or BNA) or GED program. We provide on-ramps for employment skills, WIOA partner support, and social services support to ESL students as well as guide them toward college readiness if that is their goal. If their goals are personal or societal, we support students toward life skills, such as budgeting, preparing grocery lists, etc. • Objective 2: The ESL program is open entry, with students entering each month. Instructors work with students in-person and online, the latter through i-Pathways (when a student is also enrolled in GED classes), Burlington English, and Zoom sessions. The transitions coordinator, advisors, and instructors ensure that TRiO, admissions, financial aid, career services, and other academic and student services groups from across the college as well as our WIOA partners visit our classrooms based on students interests and needs. Upon completing the first day of class, we also send the files for students to social services to help them qualify for additional services. • Objective 3: As mentioned in the previous objective, we work with WIOA partners, social services, and college services to ensure students receive wrap-around care and encouragement to finish their goals. Additionally, we partner with other community services, such as local libraries and Eastern Illinois University to share resources and offer family literacy and digital literacy courses. We also are collaborating with area businesses to meet the GED and ESL needs of their workers. • Objective 4: We are expanding our connections to local health care, private industries, and area businesses to ensure their worker needs are being met. We collaborate regularly with Lake Land College's Center for Business and Industry to assess whether GED, ESL, or other cultural needs are being addressed for employers, and we are beginning an ESL collaboration this spring/summer. We also plan to reach out to local business, industry, health care, and social services groups to register with the GEDWorks program that identifies local businesses that support their workers in earning GED and collaborating with those businesses to let them know

	we also support ESL needs.
What gaps were identified as it relates to program need?	One gap is to ensure students are considering earning a GED or are preparing for college readiness if that is a goal. To assist in that goal assessment, we will work with students on setting and achieving goals as well as clarifying the paths toward their goals, using DAISI data fields and our assessments. Additionally, we plan to work more directly with area business, industry, health care, and social services groups in the upcoming year to ensure their employee learning needs are met.
What additional support is needed to help students transition to post-secondary or employment?	Additional assistance is not necessary at this time.
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Our textbook selections and Burlington English are the highest cost. We will review textbooks to see if we could benefit by changing the texts, but both the texts and Burlington English are quality products.
Discuss how the program strengths will lead to improved student outcomes.	We have excellent teachers and will expand with new teachers or hire full-time ESL teachers in the next grant cycle if the additional partnerships work out. We are also considering applying for the Integrated English Language and Civics Education program next year to support us while we expand services throughout the district.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	N/A
Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**

1.1 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.	We currently offer ESL courses in Mattoon, Effingham, and Marshall. We try to offer classes in Pana, as well, to address the growing Latinx/Hispanic and immigrant populations in Christian and Shelby Counties, but students were not enrolling at those locations. We will address this gap through building trust with residents and local businesses and improving marketing (i.e., in person, local and social media, and physical presence). Additionally, Douglas and Moultrie Counties are growing with Latinx/Hispanic and refugee immigrant populations, and our business partnerships will begin addressing those needs.
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	This is not applicable to our ESL offerings, as we are not tying Bridge and ICAPS to ESL.
1.3 Detail how past ELA enrollment trends compare to the index of need.	The need for immigrant and ESL services is slowly growing around the district, as the index of need reveals regarding immigrant and ESL populations. The largest group is the Latinx/Hispanic population, but without having more information about the other Indo-European and specific Asian populations broken down more in the index of need, it is difficult to see if we are missing needs.
1.4 Detail how Bridge Program enrollment trends compare to the index of need.	This is not applicable to our ESL offerings, as we are not tying Bridge and ICAPS to ESL.
Indicator 2: Cost Effectiveness	**Response**
2.1 What is the cost per student associated with this program?	The $500 cost per student for providing ESL instruction includes instruction, textbooks, and an online LMS known as Burlington English. The recent additions of the Ventures series (Cambridge UP, added in FY 2019) for texts and Burlington English (added in FY 2020) are high-quality products that we are beginning to understand, utilize better, and assess. In particular, we feel as if Burlington English is creating value because it is accessible anywhere, 24/7 from a computer or smartphone. Additionally, students can use it as a family literacy resource, as its stories are available in audio, allowing a parent and child to read the screen and listen to a speaker read the books aloud. Although it was a purchase to enhance learning during the pandemic, we see it as a valuable addition we will continue to use.
2.2 How is the college supporting the training portion of an IET for adult education students?	No, the college is not supporting the cost of training.

2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes.	The college does not offer institutional funding for this program.
2.4 What sources are being utilized in braided funding?	Braided funding sources are not being used.
2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	The advisors, transition coordinator, and instructors work with students to align their personal, educational, and professional goals with our GED, ICAPS, and college opportunities. Some of those students are also ESL students, but only a couple occasionally. They are registered in the ESL program then continue into GED when ready.
2.6 Are there needs for additional ELA resources? If so, what are they?	We are considering applying for the Integrated English Language and Civics Education program. In that funding, we will likely add a full-time instructor and additional transition coordinator, partially dedicated to transitioning ESL students into career, GED, college, or society. With a growing Afghani refugee population in the area and the current conflict in Ukraine, we are anticipating growth in Asian and Ukrainian refugee population needs.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	The program's real strength is in having instructors who are not only dedicated to helping our ESL students succeed and thrive but who are willing to put in the professional development hours to keep sharpening their skills. They pointedly use best practices of contextualized learning and conversational techniques as well as online resources to ensure students have 24/7 access to practice. Our instructors, advisors, and transition coordinator contact students beyond two weekly classes to ensure students know they are well supported.
3.2 What are the potential weaknesses of the program?	We have not had consistent leadership during the last couple of years to guide assessment or broaden the program. I was hired in January and still am on a large learning curve. However, my background in GED, citizenship, developmental education, and college-level English will help me evaluate our weaknesses and needs. For example, I know assessment in our programming is limited outside of DAISI and Burlington English data. I am working with advisors and instructors to create new plans consistent with ICCB and adult education needs.

3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction?	The course outlines and learning objectives are reviewed and used regularly to evaluate program and learning resources. Additionally, with the extensive professional development ESL instructors complete, we tie the training, learning outcomes, and objectives to one another to assess the program. That process is ongoing and ready for review again this year.
3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.	The advisors, transition coordinator, and instructors work with students to align their personal, educational, and professional goals with our GED, ICAPS, and college opportunities. Only a couple of students occasionally continue to work on a GED; however, our staff discuss GED and college goals with ESL students.
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	Our instructors taught in-person without online enhancements before the pandemic. During the pandemic, they taught primarily through Zoom, Google Classroom, and Canvas. Now, they are teaching in person with online enhancements (Burlington English and Zoom when relevant) and offering remote options for students who lack transportation. We will likely need to implement team teaching with the new businesses asking for additional support, whether in the form of multiple instructors or classroom assistants.
3.6 What innovation has been brought to or implemented in the program?	Burlington English is a relatively new product we have added.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The Burlington English partnership, Mattoon Public Library Family Literacy Program, and the new partnerships with area businesses are new and will help us rethink how we deliver and support the program. Specifically with businesses, we will have a chance to address ongoing transportation issues for our ESL students that are common in rural areas.
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	Instructors take the New Teacher Orientation (ICCB), Professional Pathways training (ICCB, English as a Second Language and Designing for Equity and Access for ALL Learners), iLEARN platform (Professional Development Network, PDN) training, and Burlington English trainings.
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	We do not currently focus on ICAPS and Bridge programming with ESL students. We encourage them to continue with GED, college, and career training, but that is not the primary goal for many of our ESL students.

3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education?	The transitions coordinator, advisors, and instructors ensure that TRiO, admissions, financial aid, career services, and other academic and student services groups from across the college as well as our WIOA partners visit our classrooms based on student interests and needs. Upon completing the first day of class, we also send the files for students to social services to help them qualify for additional services.
3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.	We do not currently offer ESL ICAPS and Bridge programming.
3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	Students take the CASAS to place in a class. ENG 014 is the introductory class that focuses on life skills, pronunciation, vocabulary, and listening through conversational immersion and American customs support. ENG 017 focuses on word attack skills: pronunciation problems, spelling skills, vocabulary building, and dictionary skills through conversational immersion and American customs support. ENG 020 focuses on vocabulary, listening skills (including TOEFL), through conversational immersion and American customs support. Each course sets the objectives for students to make gains into the next level, possibly into GED, college, and workforce training but certainly for personal and societal enrichment.
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	Students are loaded into Burlington English when relevant. The transition coordinator, advisors, and instructors also assess their students' technology needs and address them with the whole class or individually.
3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.?	They do not currently access the library, but we will review our library resources in the upcoming year to learn how we can improve support in that area. However, the transitions coordinator, advisors, and instructors ensure that TRiO, admissions, financial aid, career services, and other academic and student services groups from across the college as well as our WIOA partners visit our classrooms based on student interest and need.
3.15 How is numeracy covered in the ELA program's various offerings?	Numeracy is offered in ENG 014 on a basic level and is contextualized into monetary lessons (e.g., grocery, budgeting, banking, etc.) and through listening, reading, conversational, and writing skills. It is offered through a reading comprehension focus in ENG 017. In ENG 020, instructors integrate real-world experiences, college- and career-readiness skills (listening, reading, conversational, and writing), career vocabulary, and societal customs.

3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?	No, it is not funded by the IELCE grant.

List any barriers encountered while implementing the program.
Barriers we need to address include meeting the needs of rural communities, which lack transportation, face food insecurity, have limited access and understanding of Internet/technology resources, and experience issues common to people from a low-socioeconomic status. The pandemic amplified these issues as we turned to remote learning to connect classrooms to students. Although some students were able to overcome learning and income issues to continue, others were not and still struggle. We are working to improve access to each of these areas as we move out of the pandemic and into a new learning experience with our ESL students.

Review Results- Next Steps	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality.	Our students are showing positive level gains on the CASAS and are experiencing quality teaching and learning support. The program monitors cost and learning goals. However, we need to improve program assessment to ensure we meet quality standards and community needs. Expanding our current ESL adult education program or applying for the Integrated English Language and Civics Education will help us address many of these areas.
Intended Action Steps Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates.	Currently, we are connecting with business and industry to provide programming and build community presence. Additionally, ensuring we have representation in the communities that need ESL instruction will be a priority. In forming business relationships, we can take transportation and technology support issues off of the barrier list for many of our students. During AY 2023 and 2024, we will assess and address our community relations in the Eastern portion of our district and complete an overall assessment of needs across the district. Further, in AY 2022 and 2023, we have and will continue to address technology needs by investing in 25 additional Chromebooks (library of 50 for online learning) for our students to borrow or instructors to use in the classroom. Finally, this year and beyond, we will continue our WIOA, social services, and educational connections to ensure income and racial divides are being recognized and eliminated.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We are currently low on meeting post-testing guidelines with CASAS, so we are reinstating a 40-hour requirement for testing in the upcoming year. We will also track students' progress more closely and establish more specific program completion criteria.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Safe Zone Ally training and all seek professional development on racial equity issues. With that said, we will continue to formalize and watch for potential racial equity gaps and training opportunities. We are partnering and looking for new partners to support the interpretation, transportation, and child care needs of our ESL students. We are also encouraging more instructors to take Designing for Equity and Access for ALL Learners.
Resources Needed	SIU-E's index of need is a wonderful resource. However, a better breakdown of Indo-European and specific Asian nationalities would improve the direction of services tremendously and help us create a proactive, inclusive, and equitable plan for helping students. For example, Indo-European and Asian labels are wide in scope and encompass hundreds of languages. Knowing a national language rather than race would help determine the services, cultural, and language needs of our district's various populations. Knowing whether students are voluntary or refugee immigrants would help us immediately improve and understand the literacy and social services needs of our ESL students. Further, a statewide referral system that connects K-12, higher education (community college and universities), ESL/GED services, WIOA, educational, and social services partners would help us identify, connect, and support students more effectively. Ideally, it could be linked into DAISI's in-take, data, and progress reporting and shared through multiple agencies at once.
Responsibility Who is responsible for completing or implementing the modifications?	The Director of Adult and Alternative Education (Shannon McGregor) is responsible for working with her ESL instructors and advisors to ensure program objectives are assessed, met, and reevaluated. Assessment, of in tandem with her ESL staff.

STUDENT AND ACADEMIC SUPPORT SERVICES

Student and Academic Support Services
Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. 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 these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Lake Land College
Academic Years Reviewed:	2017-2022
Review Area:	Admission and Records
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Jon Van Dyke, Dean of Admission Services Kim Hunter, Director of Student Success Services Pam Hartke, Associate Dean of Enrollment Paula Smith, Director of Enrollment Services
Mission How does the program/service contribute to the mission of the college?	The Office of Admission and Records' mission is to provide an array of quality services to students (prospective, current and past) of all ages from matriculation to graduation. In providing these services, we will be sensitive to the needs of each student.

Advancement of Equity How does the program/service help advance equity?	It is the policy of the College to provide an accessible campus, both in terms of the physical plant and programs. The College will comply with all regulations set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Illinois Accessibility Code of 1988, and their amendments. Over the past several years, the College has invested many new resources in ensuring that information and assistance are available to help make college possible for all members of the district. The College continues to implement strategies to recruit, retrain and increase participation of minorities, women and individuals with disabilities who are traditionally underrepresented in education programs and activities. The College utilizes standards established by the World Wide Web Consortium Accessibility Initiative (W3C) to ensure that the College website and all web student services are accessible to individuals with disabilities. In addition to the recruitment of domestic students, our International Studies Program actively recruits students from a global field, ensuring that students from various countries and cultures have the opportunity to attend Lake Land College and to interact with and enrich the academic experience for all students and faculty. Students are recruited from a variety of socio-economic backgrounds. A unique sponsorship program allows for local residents to enable global applicants options for attendance. The College provides numerous opportunities for high school students and community residents to visit campus to learn about the college. The annual College and Career Day welcomes more than 1,000 students to campus to learn about academic programs and support services at the college. Laker Visit Days scheduled throughout the year provide the opportunity for students and parents to tour the campus, learn about college programs and support services, and meet faculty in academic programs of interest. All of the departments within Student Services and Academic Divisions participate in both Career Day and Laker Visit Days. Additionally, Lake Land College began offering a virtual tour option on the website during the pandemic. The Community Outreach Coordinator focuses on increasing outreach to community adults. Over the years,

	the Coordinator has been active in numerous community activities such as Special Olympics, One Stop Community Christmas, parades and Trunk of Treat. These events are a collaborative effort between the college and many different organizations including civic groups, schools, businesses church, sororities and other community based organizations. Additionally, the Coordinator is responsible for adult student recruitment-specific areas of outreach including: presenting to GED, BNA, and Welding courses about Lake Land opportunities after graduation, as well as attending Re-Entry Summits at correctional centers where Lake Land Colleges provides instruction. Many of the community and government agencies are interested in helping students return to school, so the education of counselors and caseworkers in social services agencies is very important. To do so, staff attend interagency meetings, area Chamber meetings and visit Department of Human Service offices and Department of Rehabilitation offices serving district residents, in addition to working with ERBA outreach offices to distribute college information and work to approve additional short term training options for clients.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Lake Land College maintains an open-door admission policy that provides access to higher education for those individuals who can benefit from its comprehensive programs. Lake Land College does not deny admission to a person on the basis of race, color, sex, age, religion, national origin, ancestry, disability, marital or civil union statues, veteran status, sexual orientation, or any basis of discrimination preluded by applicable federal and state statutes. The Office of Admission and Records' mission is to provide an array of quality services to students (prospective, current and past) of all ages from matriculation to graduation.

	Recruitment efforts are measured each semester using the application and semester, tenth day and end of term enrollment reports.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	To assess the satisfaction and engagement of our students, and to measure ourselves against peer institutions, the College implements both the *Noel Levitz Student Satisfaction Inventory (NLSSI)* and the *Community College Survey of Student Engagement (CCSSE).* Each survey is conducted on a three-year rotational basis. NLSSI was last conducted in 2018 and CCSSE was last conducted in 2019.
Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	Past Program Review Action - With use of the CRM, our recruiters will continue to expand outreach efforts to current high school students and prospective adult learners within the community. Filling the open staff position within Admissions and Records will enhance the output and quality of work currently performed by staff. Over the past several years, the College has invested many new resources in ensuring that information and assistance are available to help make college possible for all members of the district. In addition to personal assistance, the College has worked to ensure that resources are available online whenever possible so that potential and current students have access to information 24-7. The College continues to update the college website, as needed, including departmental websites and the Customer Relations Management software system in order to improve information sharing and communication. The Admission and Records department has continued to have one full-time staff position unfilled for several years. Additionally, the department has experienced a significant amount of staff turnover during the past several years due to retirement, COVID, staff transfers to other college departments and wages that have not kept up with wage increases within the community.
Indicator: Need	

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	No this is not statutorily required.
1.2 What is the *need* for this program/service and how does the institution determine *need*?	The Admissions and Records Office assist and support students from matriculation through graduation, and beyond. The need for an admissions & records office is to serve the students and help them with accessing post-secondary education.
1.3 If applicable, what is the student usage for this program/service?	100% of credit based students use the services that the Admissions & Records department offer on a daily basis when applying to the college, accessing grades and sending transcripts, changing address and getting transcripts evaluated. The services of the Admissions & Records Office can be accessed in person or through the student portal, called the Laker Hub.
1.4 How does the student usage compare to assessed need of the program/service?	Students utilize the services offered through Admissions and Records on a daily basis, from prospective students through post-graduates. The Admissions and Records department offer services vital to the daily operations of the college.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Admissions and Records Full and Part-time Staff/Benefits $553,005.28 Admissions and Records Operating Budget $93,055.89 International Office FT/PT Staff and Benefits $65,713.14 Operating Budget $17,700.00
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Budgets are determined through a zero based budget request annually. Additional funding may be attained through the budget process. A service fee for application, graduation and transcripts are generated on a per credit hour basis and are returned to the general fund of the college.
Indicator: Quality	

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Lake Land College continuously seeks feedback from students to enhance and improve support services for students. To assess the satisfaction and engagement of our students, and to measure ourselves against peer institutions, the College implements both the *Noel Levitz Student Satisfaction Inventory (NLSSI)* and the *Community College Survey of Student Engagement (CCSSE).* Each survey is conducted on a three-year rotational basis. NLSSI was last conducted in 2018 and CCSSE was last conducted in 2019. The 2019 CCSSE results, including responses from 829 Lake Land students, identified the support services deemed to be most important to students and rated their satisfaction with the service based upon their usage. The overwhelming majority of Lake Land students participating in the survey (94.7%) would recommend Lake Land College to a friend of family member, and almost 90% evaluate their overall experience at Lake Land College as good to excellent.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	To ensure that the staff are qualified to oversee the services of the Admissions & Records Office, job descriptions are reviewed and updated based on the skill set needed to perform the services. Human Resources vet applicants to verify education level required for the position and perform background checks. In addition, interviews are conducted by search teams made up of departmental, HR and additional professional level staff.

3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	In order to better serve prospective students, and increase the ease and efficiency of communicating with prospects, Lake Land College completed the implementation of customer relations management, Recruit, software during in 2017. The software continues to be used to intake Intent to Enrolls, set up Laker Profiles, and market to prospective students. With use of the CRM, our recruiters continue to expand outreach efforts to current high school students and prospective adult learners within the community, which will allow Admissions and Records to continue its efforts toward increasing enrollment numbers and completion rates. In 2020-2021 we expanded our communication plans to include direct mail and email campaigns targeted to high school juniors. Additionally, we expanded our senior email marketing campaign to enhance content and frequency of distribution. In regards to our software, an analysis of the current state of Recruit was conducted to identify strengths, weaknesses, needs, and wants in order to plan for the future. Subsequently, goals and timelines were established for the migration to the 6.2 version of the Recruit system, with the upgraded version being launched in Fall 2021. In July of 2020 the college was notified that our current transcript platform provided by Credentials Inc. was being merged with Parchment. The office explored transcript options with Parchment and The National Student Clearinghouse. The college decided to sign a 5 year contract with Parchment. The new contract started in January of 2021. By selecting Parchment, the college has funneled all requests for transcripts through the online Parchment portal. This has streamlined the processing and production of transcripts thus allowing the office to provide faster service to our students. Staff in the Admissions and Records Office prepared for the implementation of Guided Pathways in 2020. Guided Pathways implementation started with the students who entered the college in the fall of 2021. In September of 2020 the Intent to Enroll was updated to include the exploratory areas of study. In addition, the degree audits for all Associate in Applied Science and Certificates were updated prior to the fall 2021 semester starting.

	Due to COVID, graduation was conducted virtually in 2020 and 2021. A winter ceremony was offered in December of 2020 by using Marching Orders platform. The winter ceremony was for those students who graduated in the summer or fall of 2020. For the spring of 2021, the ceremony was also conducted online via Marching Orders. As restrictions for COVID were relaxed during the latter part of the spring semester, several staff members worked together to host a graduate parade on campus. Over 100 graduates participated in the event. The International Studies office has moved to a virtual environment for much of its recruiting efforts. In addition, the office is currently running in the process of developing a mentorship program for international students that will pair existing international and domestic students with a new student to provide support through the first 90 days of the college experience. This includes assistance with outfitting a living space, academic support, as well as acculturation check-ins on a weekly basis. The Admissions recruiters visit the local high schools to assist students with placement testing. Additionally, the college integrated online virtual testing options for students who were still remote and/or unable to access the times and dates available in the high school setting.
3.4 What are the strengths of this program or service?	The Admission and Records staff are committed to providing quality service to our students; past, present and future. The 2018 NLSSI results, based on responses from 761 Lake Land students, indicated that overall satisfaction of Lake Land College students exceeded that of the national average in all twelve areas of the survey, including Admissions. The International Studies program currently boasts a 100% transfer rate for students who seek transfer to a 4 year-institution. Current and former students are able to request transcripts, for no charge, with a processing turnaround time of one business day or less.
3.5 What are the challenges or weaknesses of the program/service?	Staff turnover and shortages continue to put extra work and strain on staff, particularly while implementing new programs and processes, and during peak enrollment and graduation periods. COVID travel restrictions have continued to cause issues for international enrollment recovery.

3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Lake Land College continuously seeks feedback from students to enhance and improve support services for students. To assess the satisfaction and engagement of our students, and to measure ourselves against peer institutions, the College implements both the *Noel Levitz Student Satisfaction Inventory (NLSSI)* and the *Community College Survey of Student Engagement (CCSSE)*. Each survey is conducted on a three-year rotational basis. NLSSI was last conducted in 2018 and CCSSE was last conducted in 2019.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	The first goal of the Lake Land College Strategic Plan, implemented in Fall 2015 is "Advance Student Success". College-wide objectives, with accompanying key performance indicators, that support the goal include 1) Foster a holistic student experience through academic and social integration, 2) Ensure a student-centered culture through excellent teaching and exceptional service, and 3) Improve retention, persistence and completion. Across the college, 44 strategies have been implemented to address this goal and related objectives.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Information was collected, measured and evaluated from the Clearinghouse, Institutional Research, and the college's CRM, Recruit. Every semester at Tenth Day a report is prepared identifying enrollment information which is then broken down by gender, race, age, home location, highest level of education, and enrollment status
3.9 Were there any identifiable equity gaps in the data? Please explain.	Identifiable equity gaps that exist are lower enrollment by minorities and non-traditional age students.

3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	The College continues to employ a Community Outreach Coordinator who pursues opportunities within the Lake Land College community to identify and recruit nontraditional aged students for enrollment. The college continues to research options to implement strategies to recruit, retrain and increase participation of minorities, women and individuals with disabilities who are traditionally underrepresented in education programs and activities. This also includes students of low income and low socio-economic status.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	Lake Land College is focused on providing services and instructional programs to address the inequities such as supporting and encouraging students to participate in the college's TRIO support services, offering tuition waivers to adult students that have not attended college for a period of time and providing COVID Relief funds to current students. We also focus on supporting and assisting students that are attending alternative high schools such as Pathways and Bridges Safe Schools that teach underrepresented students from our district.

Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	For the Admission & Records- Recruitment team, it would beneficial to add an additional team member that would focus solely on the approving equity. This person would attend alternative high schools where under represented and underserved student attend. They would also work with guidance counselors to reach students that are not planning on attending college and going straight to the workforce. And collaborate more with outside community and government services to assist students from targeted populations. Continued efforts will be made to fill the open positions in the admissions office in order to provide consistent services to our students.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college is currently developing a Guided Pathways Strategic Enrollment Plan that will work to address the equity gaps. The cycle year of the Strategic Enrollment Plan begins in 2023-2027. We also work with WIOA and Perkins to provide services to underserved and underrepresented populations.
Rationale Provide a brief summary of the review findings and	One of the concerns that Admissions & Records Office faces in the future as well as the college is the decrease in population, in not only our district but also the State of Illinois. With the

a rationale for any future modifications.	decrease of students to attend, the college will need to address what we can do to maintain or increase our enrollment.
Resources Needed	Additional staff and funds. Approval from leadership team.
Responsibility Who is responsible for completing or implementing the modifications?	The responsibilities for completing and implementing modifications within the offices falls on the leaders within the Admissions & Records Office which includes the Dean of Admissions Services, Director of Student Success Services, Associate Dean of Enrollment and the Director of Enrollment Services. Any additional staff and funds would have to be approved by the Budget process and approved by the Board of Trustees.

PRIOR REVIEW SUPPLEMENTAL INFORMATION

In response to the last summary report received from ICCB Program Review Deputy Executive Director, Jennifer Foster, the following recommendations for Lake Land College have been addressed.

I.   *Career and Technical Education Programs*

Recommendation: The ICCB recommends that the college utilize regional and local labor market information to thoroughly analyze occupation demand and regional program need.

- The Director of Assessment & Program Review and the Director of Institutional Research & Reporting collaborate to provide faculty with the necessary resources to improve on this recommendation. Regional and local labor market information links are provided as well as assistance on how to analyze the occupational data. Consequently, faculty are providing more detailed labor and market information as well as citing their sources.

Recommendation: The ICCB recommends that the college increase the size and scope of dual credit opportunities at district high schools.

- Rural Education Delivery System (REDS) Grant. In fall 2020, the college partnered with five area high schools to offer remote delivery of college level credit courses. This program continues to expand.
- Creating Entrepreneurial Opportunities (CEO) is based on the successful program. Participants of this program have optional 4 credit hours of College Level Credit of CEO (INS-299 Independent Study) each semester. High schools in Effingham, Cumberland, Shelby and Douglas Counties are currently eligible for CEO dual credit.
- Composition I/II Dual Enrollment Cohort: A collection of Lake Land College district schools, in partnership with Dieterich High School, have formed a cohort to place students in Comp I/II as a Dual 2/Dual Enrollment Course online. The students were able to take the class at a significant cost savings as compared to traditional tuition and fees. This would be for schools who do not currently offer Composition as Dual Credit. All students must meet the placement test requirements.
- Automotive/Welding (12.5 total credits): The courses are taught on campus from approximately 7-9 a.m. or 8-10 a.m. Monday through Friday. Program participation costs at $500 per semester per student, which the students pays to their school district. The programs save students between $800-900!
- Free and Reduced Lunch Access Incentive: In 2020, the College implemented a program to waive Dual Credit Program fees to any in-district student certified on the Free and Reduced Lunch Program.

IV. Cross-Disciplinary Instruction: Remedial English Language Arts – Quality Section

Recommendation: The College should, as indicated in their review, continue to monitor student performance as it relates to the implementation of co-requisite and later native format models. ICCB recommends that the college investigate access and use of disaggregated data at the course level to further identify gaps in success and how to assist those specific students/groups in need.

- The College compares student success via course persistence and completion of math and English co-requisite courses compared to college ready formats. Comparisons are provided for both face-to-face and online formats. These comparisons are available in the annual Course Persistence Report.

- The College recently added a Director of Data Analytics position. This position creates, implements and refines technology based analytic solutions and data resources that support the College community in applying evidence-based practices and making data-informed decisions. Lake Land College also recently installed Tableau software to provide individual student demographic information by course for faculty to review. The Director of Data Analytics works with faculty to provide disaggregated data information for course and program review.

OTHER ATTACHMENTS AS NECESSARY

None