

LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2023

Program Review Cover Page	
College	Lake Land College
District Number	51701
Contact Person (name, title, contact information)	Lisa Madlem Director of Academic Assessment & Program Review 217-234-5088 lmadlem@lakelandcollege.edu
Fiscal Years Reviewed:	2018-2022
Directory of Reviews Submitted	
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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
Paramedical Services	Degree	60.5	51.0904	CRT.PS, NDP.EMS
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The objectives for this program are to prepare students to take their state or national boards and To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains,” with or without exit points at the Emergency Medical Technician-Intermediate, and/or Emergency Medical Technician-Basic, and/or First Responder levels The NDP.EMS is an exit point at the EMT- Basic level.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The program in 2017-2018 academic year had an 89% board pass rate with a 100% job placement. In 2018-2019 the program had a 90% board pass rate with an 80% job placement. In the 2019-2020 academic year the 58% board pass rate, and 100% job placement. During this cohort the COVID 19 pandemic began and a number of these students decided to leave the EMS field. The 2020-2021 cohort had a 75% board pass rate with a 100% job placement. During the 2021-2022 academic year the program saw a 16% board pass rate with 100% job placement.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The program had reported that the program director would work with the marketing to increase enrollment. The program saw a decrease in enrollment during the pandemic and then an increase in the 2022-2023 academic year.		
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.		Jasmine Ballard Emergency Medical Services Programs Coordinator. Jasmine is responsible for complying the information and preparing the document. Lynn Breer is the Director of Institutional Research and Reporting and is responsible for compiling the disaggregated for this report and reviewing the report. Lisa Madlem is the Director of Assessment & Program Review is responsible for program and course assessment and the reviewing of the document.		

	Lisa Cole is the Director of Data Analytics and is responsible for the initial compiling of disaggregated data and the review of this document.
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.	None
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
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.	The additional 0.5 credit hours for the AAS, CRT, and NDP programs are because of the expanded scope of within the EMS-050 course. Prior to 2016 IDPH expanded the scope of practice for EMT-Basics as a result the program needed to expand the material that is covered in the EMS-050 course.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The state wide projected growth in this area is 13% over the next 7 years and regionally the project growth is 7%. The local departments on average have 6-8 open full time positions and 10 or more part time or PRN positions. The local fire departments have decreased their requirements from hiring paramedics to hiring EMT-Basics and requiring them to complete the paramedic class while they are on their probationary period in an attempt to attract more individuals to the profession.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand for paramedics remains high the demand has decreased slightly from 15% state wide and 8.5% for the local region.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	I got the labor market information from O*Net, the US Bureau of Labor Statistics as well as local fire department and EMS agencies.
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 recruits through local high school career fairs. The college hosts career days throughout the school year where students are invited to and bused to the college campus for students to explore the program. The college hosts visit days for parents and prospective students to explore programs and campus. The program participated in a division wide career and program exploration evening where perspective students and parents to explore the program. The AAS and CRT programs created flyers and sent and invited current working EMT Basics looking to further their career and invited perspective students to open orientation to learn the choices.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The program needs and changes are evaluated by the program director through the evaluation of the validity and reliability reports of exams. They are also evaluated by the advisory committee based on the accreditation standards, and the outcomes of the program. The institution uses WEAVE to assess course and program outcomes. The institution also uses a Program Improvement and Enhancement (PIE) model to evaluate the disaggregated data. The program also participated in a DACUM to evaluate the program and make sure that the program still aligns with the needs of the industry.
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
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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 	<p>The cost of the program to the students is currently \$100 per credit hour and there are additional course fees for the student's clinical tracking software and online testing system. The students also have extra cost of clinical uniforms, background checks and drug screenings. The program costs are covered through the tuition and fees from the students and the funding received through local, state and federal governments.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>EMS programs are comparable to other Allied Health programs in the college.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Not Applicable</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming</p>	<p>Lake Land College tuition costs are lower on average than other allied health programs in Illinois.</p> <p>The cost to the students is offset by grant programs such as Perkins, the current Pipeline Grant, workforce ready programs such as CEFS, WIOA. Scholarship opportunities through the</p>

financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	institution and the foundation.
2.5 How will the college increase the cost- effectiveness of this program?	The program reuses materials during lab experiences. The students and the program are eligible for Perkins grants, the Pipeline Grant, Foundation Scholarships and other general college scholarships.
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 uses a traditional format for lecture and for lab there is traditional teaching methods as well as team-teaching and competency-based education. We also use SOE learning at local hospitals, fire departments and EMS agencies. The program does not have different students that learn by different delivery systems. All students within the program learn through the same methods so there is nothing to compare.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Advisory committee, employer feedback, assessment, student feedback.
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 program has always followed the program of study layout. The strength is that there weren't things within the program that we needed to change to meet the requirements. The challenge was the report and the timeline with completing the required report.

<p>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.</p>	<p>Yes the program meets the requirements of a career pathway the career has both entry and exit points. The program aligns with the needs of an industry prepares students to enter the workforce as an EMT-Basic or Paramedic. The program also has an articulation agreement with Eastern Illinois University to allow for students to complete a bachelor's degree program to allow for advancements in their career. The program is looking at the development of a dual credit option for high school seniors to be able to enter the workforce sooner as an EMT-Basic. The institution has services available for the students such as advising, career services, tutoring, financial aid, trio services. The program has agreements with several hospitals, fire departments and ambulance services to allow for students to train on the job and prepare for their career.</p>
<p>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?</p>	<p>The program uses a variety technology to aid in the learning and success of the students. The program has high fidelity mannequins that simulate patients with the ability to do realistic assessments and treatments. The program also has augmented reality goggles that simulate cardiac and obstetric patients. The program has 2 iSimulates which allows the students to train on cardiac monitoring and ventilators. The program has a new stationary ambulance simulator that is in the classroom which allows the students to run simulated calls in the back of an ambulance. The program also has purchased a newer mobile training ambulance to allow the students to train in driving and practice skills in the back on a moving ambulance.</p>
<p>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?</p>	<p>The Program is talking about beginning a dual credit EMT- Basic course. At this time dual credit options available for this program include general education courses. Biology, English, Psychology, Speech Communication, Math course are seen as priority options.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Within the course the students are placed in groups or pairs for patient simulations. During that time they have to work together to assess their patient come up with a treatment plan implement the treatment plan, and successfully treat the patient in a simulated situation. These team-based simulations take place every day that they are in class. The students are also placed in teams with preceptors in the clinical setting and have to work with trained preceptors to assess patients and render patient care, through that team approach they learn from the preceptor how to overcome challenges, engage their critical thinking, develop problem solving skills and the ability to adapt in difficult situations. The trained preceptor uses out Platinum Planner system to grade the student and provide feedback on the student</p>

	<p>progress. Attached is an example of our in class team assignments and the preceptor feedback form from Platinum Planner. The students have to present case studies to the class from their time in the field and the ER, attached is the rubric for that presentation. The program has clinical experiences that line up with the topics they are taught in the lecture and lab classes. The program has clinical site affiliations with 20 prehospital providers and 8 area hospitals. During the Emergency Medical Technician- Basic course that is taught during the first semester of the program the students completes 40 hours of clinical experience. 20 hours prehospital on an ambulance, 16 hours in an emergency room and 4 hours in an ICU to be able to teach the EMT- Basic student the continuum of care. During the second semester the student completes clinical time; 25 hours of prehospital time on an ambulance. 8 hours in the OR to complete intubations, 10 hours in respiratory therapy to practice airway management, 4 in a laboratory to learn the how and why behind blood draws and specimen collection and 78 hours in an emergency room to learn emergency patient assessment and management as well as intravenous skills, splinting and wound care. The third semester clinical experience has students completing 25 hour of prehospital time, 20 hours in the obstetrics or labor and delivery department, 4 hours in a pediatric clinic and 76 hours in an emergency room. During the fourth semester the students complete 50 hours of prehospital clinical hours, 4 hours with one of the emergency room physicians, 12 hours in a cardiac cath lab, 40 hours in an ICU or CCU and 68 hours in an emergency room. During their final semester the students complete 4 hours with the medical director or associate medical director as a way for the medical directors to gain insight to student's competencies. The majority of the final semester is spent on the students Capstone experience where they complete 100 hours of prehospital time and run a minimum of 20 calls on the ambulance.</p>
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 fully accredited by CAAHEP, the Committee on Accreditation of the Allied Health Education Programs; through CoAEMSP the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. The program has been fully accredited since 01/18/2018 and is currently in the process of seeking continued accreditation.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Emergency Medical Technician-Basic. We also teach ACLS (Advanced Cardiac Life Support), PALS (Pediatric Advanced Life Support) ITLS (International Trauma Life Support
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No

<p>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.</p>	<p>There is National Examination after completion of program. 2017-2018 cohort there was an 89% pass rate. 9 students completed the program. 8 students passed their licensing exam. 1 student was unsuccessful with their first 3 attempts. 2018-2019 there was an 80% pass rate there were 10 students that complete the course and 8 students passed the exam. 2019-2020 there was a 58% pass rate 13 students complete the program, 1 did not take the boards, 7 passed the exam and the remaining 3 only took the exam 1 time and decided not to continue in EMS and the remaining 2 took the exam 3 times and decided to not continue in EMS, this cohort graduated during the beginning of the COVID Pandemic. The 2020-2021 cohort had a 75% pass rate there were 9 students that completed the program. 1 student did not take the licensing exam and left EMS, 6 students passed their licensing exam and 2 students did not pass their board exam. The 2021-2022 cohort had 6 students complete the program and at this point 1 student has passed there licensing exam. The remaining 5 have been unsuccessful. The program underwent post COVID changes in instructional techniques, and staffing. The program has reviewed the results and implemented changes for the future cohorts.</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We have 8 hospital agreements and 21 field agreements for our students to complete their work based learning experiences and the program also has an articulation agreement with Eastern Illinois University for their Bachelor's completion program in Emergency Management and Disaster Preparedness.</p>
<p>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?</p>	<p>No</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>The program has an advisory committee to help with the outcomes of the program which includes local employers and stake holders from within the college to provide insight for the program and help with decision that affect the outcomes of the program.</p>
<p>3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</p> <p>What additional professional development is needed?</p>	<p>The program held a National Refresher for the instructors to be up to date on the material they are teaching on. The program took 2 instructors and the program director to the annual accreditation conference to stay up to date on the accreditation standards and the trends that are happening in the future.</p>

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The program had the opportunity to attend Accreditation which is the annual accreditation conference that keep the staff and faculty up to date on the accreditation standards and trends in the profession which includes topics on diversity, equity, inclusion, adult learning, and learning styles
3.17 What is the status of the current technology and equipment used for this program?	The program has high fidelity mannequins, augmented reality goggles, interactive cardiac simulators and ventilators. The program also has a mobile training ambulance and a stationary in classroom ambulance simulator.
3.18 What assessment methods are used to ensure student success?	The program uses course assessments, validity and reliability reports on exams, the institutional assessment program, WEAVE, the program uses assessment form that preceptors assess the students success in clinical. The program also has an advisory committee that reviews graduate outcomes, validity and reliability reports, and resource assessments that the students complete at the end of the program.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The results are shared with the program advisory committee and with the institution through WEAVE. This information is also shared with the faculty during meetings and the advisory committee meetings. The program also uses the data to compile an annual report for the accrediting body.
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 program used this information and changed textbooks to a more current textbook. The program has also implemented more simulations to add in students learning. The program has reviewed exam questions and updated questions to make sure they are up to date with the industry standard and to ensure that they are preparing students for their board exam.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students have reported in a post graduate survey that they are satisfied with being prepared for their career after completing our program.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program has an advisory committee that meets biannually. They meet in November and May. The program's advisory committee is actively involved in the program and the outcome of the program and students.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The local employers are involved in the advisory committee. They are also involved in the educational experiences of the students through work-based learning experiences. The employers were also involved in a DACUM panel in 2020.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers have reported in post graduate surveys that they are satisfied with the preparation of their employees after completing our program.
3.25 What are the program's strengths?	Employer's partnerships, Technology advancements available to the students, being fully accredited.
3.26 What are the identified or potential weaknesses of the program?	The program has had a lot of staff changes as a result of retirements and instructors moving away. The program also has had a couple of years of low outcomes. Some of which have been attributing the COVID-19 Pandemic.
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 program is not an institutional special admissions program and because the program does not have strict admission requirements the program has had retention issues. The program courses are only offered once yearly so if a student needs to step back and redo a course the students has to wait an year to reenter the program.	

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.PS, CRT.PS				
CIP Code	51.0904				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
AAS.PS	43	44	38	36	28
CRT.PS	17	17	25	19	25
NDP.EMS	18	9	20	20	12
Number of Completers					
AAS.PS	3	5	6	3	4
CRT.PS	17	8	12	5	8
NDP.EMS					
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.)	Full and part-time, gender, race, academic disadvantages, low income, single parent, first generation college students and age. The ethnicity of the program is 93.78% white, 4.15% black and 2.07% other ethnicities. The program is made up of 62.44% male and 37.56% female. 59.68% of the program students were full time and 40.32% were part time. 48.848% of the program students were PELL eligible, and 28.11% were academically disadvantaged. 68.20% were first generation students, and 14.98% were single parents. 51.15% were non-traditional students.				
How does the data support the program goals? Elaborate.	The program track enrollment, retention, completion, and employment rates to track the program goal of preparing students to becoming entry level paramedics.				

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	<p>There is a gap in the first generation college students.</p> <p>There are no NDP.EMS “Completers” because the college does not award a certificate for the students that finish this course as it does not meet the credit hour requirements for the college to issue a certificate.</p>
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 offer TRiO services to help the first generation college students navigate the college and the other services that the offers to help the students be successful.
Are the students served in this program representative of the total student population? Please explain.	Yes, the program represents the population of the college.
Are the students served in this program representative of the district population? Please explain.	Yes, the program enrollment is reflective of the district population which is 3-5% minority.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is accredited, a program of study and is currently in line with industry standards.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>The program will work with marketing to put information out to area EMS agencies, volunteer fire departments and students that have finished the EMS-050 class but have not enrolled in the Paramedic courses.</p> <p>The program will reach out to area high schools to engage high school students through career fairs, or college fairs within the high schools.</p> <p>Some of the students that enroll in the AAS.PS only take the classes to complete the courses required in the CRT.PS program to be able to take the licensing boards to be able to work. The students then wait to complete the general education requirements to finish the AAS.PS degree. Sometimes the students work on the general education courses right after completing the core courses but a majority of the time the students wait 2, 5 or even 10</p>

	<p>years to return to classes to complete the degree. The students enroll in the AAS.PS so that they can apply for financial aid to help pay for the courses. Students in this program that start in the fall, start as full time with them taking EMS-050 and Bio-050 but then in the spring drop down to part-time by only taking the core paramedic courses. It was discussed to look at a completion range instead of a set number of credit hours completed. The program has entry and exit points at a couple different levels. Students can start the program with the entry level class EMS-050 after the course they can stop the program and get the EMT-Basic license and work to gain experience. Students that start with the EMS-050 course that choose to step out of the program to work, tend to work for 1-2 years and then return to the program to take the core paramedic courses. Students also have the option to take their EMS-Basic training at another college, fire department, or EMS agency and then bring in there EMT-Basic license and start the CRT.PS or the AAS.PS program with the core paramedic courses. Students that start with the EMS-050 course knowing that they are going to work for a year or 2 prior to taking the paramedic courses register with the AAS.PS or the CRT.PS because financial aid will not cover the NDP.EMS program. The program will have all graduating paramedic students complete an intent to enroll while in class for the CRT.PS even if they are intending on returning to complete their AAS.PS.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>The program objectives are being met.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program doesn't have many gaps to address. The biggest gap is in the area of first time college students. The college has programs in place to help those students navigate the college experience. The program will continue to engage those students and refer them to Trio and provide them with the resources that students need to be successful in the program.</p>
<p>Resources Needed</p>	<p>Additional funds for marketing.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>The program director</p>

Progress Report

PLATINUM PLANNING.COM

Student: Holly Chesnut

Course: Spring 2022 Night Basic

Category Hours Progress	98.38 %
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Skills Progress	95.79 %
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Category Hours Progress Detail	Pending	Adjusted	Completed	Required	Progress
Emergency Room/Emergency Department	-	-	19.9	16	124.38% ★
EMS Field Experience	-	-	19.35	20	96.75%
ICU	-	-	4.18	4	104.58% ★
Lab/Simulation	1	-	-	0	100%
Totals:	1	-	43.43		

Skill Groups Progress Detail	Pending	Adjusted	Completed	Required	Progress
Pediatrics	-	-	4	2	200 % ★

Lab - Individual Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Apply a Nasal Cannula	-	-	-	2 of 1	200 % ★
Apply a Non Re-Breather Mask	-	-	-	2 of 1	200 % ★
Apply a Simple Face Mask	-	-	-	1 of 1	100 %
Automated or Semi-Automated Defibrillator	-	-	-	0 of 1	0 %
BiPAP-CPAP	-	-	-	0 of 1	0 %
Bleeding Control and Shock Management	-	-	-	1 of 1	100 %
Blood Pressure by Auscultation	-	-	-	3 of 2	150 % ★
Blood Pressure by Palpation	-	-	-	3 of 2	150 % ★
BVM Ventilation of an Apneic Adult Patient (EMR)	-	-	-	1 of 1	100 %
BVM Ventilation of an Apneic Adult Patient (EMT)	-	-	-	1 of 1	100 %
Cardiac Arrest Management / AED (EMT)	-	-	-	0 of 1	0 %
Cervical Collar Application	-	-	-	1 of 1	100 %
Childbirth-Complications	-	-	-	2 of 1	200 % ★
Childbirth-Normal	-	-	-	2 of 1	200 % ★
Combitube Insertion	-	-	-	1 of 1	100 %
Glucometer Portfolio Skill Lab PR	-	-	0 of 2	2	100 %
IM and SQ Injections	-	-	-	1 of 1	100 %
Joint Immobilization (EMT)	-	-	-	1 of 1	100 %
King Airway	-	-	-	2 of 2	100 %
Long Bone Immobilization (EMT)	-	-	-	1 of 1	100 %
Lung Sounds	-	-	-	2 of 1	200 % ★
Manual Airway Maneuvers	-	-	-	1 of 1	100 %

Progress Report

PLATINUM PLANNER.COM

Lab - Individual Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Metered Dose Inhaler (MDI) Medication Administration	-	-	-	1 of 1	100%
Naloxone Administration	-	-	-	2 of 1	200% ★
Nasopharyngeal Airway	-	-	-	2 of 1	200% ★
Nebulized Medication Administration	-	-	-	2 of 1	200% ★
Oral medication administration (patient assisted)	-	-	-	1 of 1	100%
Oropharyngeal Airway	-	-	-	1 of 1	100%
Oxygen Administration by Non-Rebreather Mask (EMT)	-	-	-	3 of 1	300% ★
Patient Assessment/Management - Medical (EMT)	-	-	-	0 of 1	0%
Pressure Dressing Application	-	-	-	2 of 1	200% ★
Pulses	-	-	-	2 of 1	200% ★
Rigid Splint	-	-	-	1 of 1	100%
Short Backboard-KED Application	-	-	-	1 of 1	100%
Spinal Immobilization (Seated Patient) (EMT)	-	-	-	1 of 1	100%
Spinal Immobilization (Supine Patient)	-	-	-	1 of 1	100%
Sublingual (SL) Medication Administration	-	-	-	2 of 1	200% ★
Suctioning with Flexible Catheter	-	-	-	1 of 1	100%
Suctioning with Rigid Catheter	-	-	-	1 of 1	100%
Supraglottic Airway Insertion	-	-	-	2 of 1	200% ★
Traction Splint	-	-	-	1 of 1	100%

Lab - Individual Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Apply and obtain a 12 lead ECG	-	-	-	1 of 1	100%

Opportunity Skills Progress Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
Assessment of Adolescents	-	-	-	-	1	100%
Assessment of Adults	-	-	-	-	10 of 5	200% ★
Assessment of Geriatrics	-	-	-	-	9 of 5	180% ★
Assessment of Infant	-	-	-	-	1	100%
Assessment of Medical Patients	-	-	-	-	13 of 5	260% ★
Assessment of Psychiatric Patients	-	-	-	-	2 of 2	100%
Assessment of School Ageds	-	-	-	-	2	100%
Assessment of Trauma Patients	-	-	-	-	5 of 5	100%
Glucometer	-	-	-	-	4 of 3	133.33% ★
Pulse Oximetry	-	-	-	-	6 of 5	120% ★
Safely Administer Medications	-	-	-	-	4 of 3	133.33% ★

Opportunity - Clinical (2019) Skills Progress Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
12-Lead Placement	-	-	-	-	5	100%
Breath Sound Auscultation	-	-	-	-	5 of 5	100%
Manual Vitals	-	-	-	-	11 of 5	220% ★
Medications Administration (Observation)	-	-	-	-	3 of 3	100%

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Progress Report

PLATINUM PLANNING LINE

Opportunity - Clinical (2019) Skills Progress

Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
Oxygen Therapy	-	-	-	-	3 of 3	100%

Progress Report

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Lab - Basic Competency Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Inhaled Medication Administration	-	-	0 of 2	5	250% ★
Intranasal Medication Administration	-	-	2 of 2	3	250% ★
Joint Splinting	-	-	0 of 1	4	400% ★
Long Bone Splinting	-	-	0 of 1	4	400% ★
Relief of Choking in Infants	-	-	1 of 1	0	100%
Relief of Choking in Patients 1 Year of Age and Older	-	-	1 of 1	0	100%
Spinal Immobilization Adult (Seated Patient)	-	-	0 of 1	3	300% ★
Spinal Immobilization Adult (Supine Patient)	-	-	0 of 1	3	300% ★
Traction Splinting	-	-	0 of 1	4	400% ★

Lab - Basic Competency Scenario Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
1 & 2 Rescuer CPR for Adults	-	-	-	2 of 2	100%
1 & 2 Rescuer CPR for Children	-	-	-	2 of 2	100%
1 & 2 Rescuer CPR for Infants	-	-	-	2 of 2	100%
12-Lead ECG Placement	-	-	-	2 of 2	100%
Bag-Mask Technique and Rescue Breathing for Adults	-	-	-	1 of 1	100%
Bag-Mask Technique and Rescue Breathing for Children	-	-	-	1 of 1	100%
Hemorrhage Control	-	-	-	2 of 2	100%
Inhaled Medication Administration	-	-	-	2 of 2	100%
Intranasal Medication Administration	-	-	-	2 of 2	100%
Joint Splinting	-	-	-	2 of 2	100%
Long Bone Splinting	-	-	-	2 of 2	100%
Relief of Choking in Infants	-	-	-	1 of 1	100%
Relief of Choking in Patients 1 Year of Age and Older	-	-	-	1 of 1	100%
Spinal Immobilization Adult (Seated Patient)	-	-	-	2 of 2	100%
Spinal Immobilization Adult (Supine Patient)	-	-	-	2 of 2	100%
Traction Splinting	-	-	-	2 of 2	100%

Lab - Individual Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Abnormal Delivery with Newborn Care	-	-	-	2 of 1	200% ★
Airway Management	-	25	-	2 of 25	108% ★
Apply a Nasal Cannula	-	-	-	2	100%
Apply a Non Re-Breather Mask	-	-	-	2	100%
Apply a Simple Face Mask	-	-	-	2	100%
Combitube Insertion	-	-	-	2	100%
Combitube Removal	-	-	-	2	100%
Comprehensive Normal Pediatric Physical Assessment Techniques-Portfolio Skill Lab TR	-	-	-	1	100%
Comprehensive Normal Physical Assessment - Adult	-	-	-	2 of 2	100%
Comprehensive Normal Physical Assessment - Pediatric	-	-	-	2 of 2	100%
CPAP and PEEP	-	-	-	2 of 1	200% ★
Defibrillation (Unwitnessed Arrest)	-	-	-	2 of 2	100%

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Lab - Individual Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Direct Orotracheal Intubation - Adult	-	-	-	10 of 10	100%
Direct Orotracheal Intubation - Pediatric	-	-	-	10 of 10	100%
Intramuscular Medication Administration	-	-	-	1 of 1	100%
Intraosseous Infusion	-	-	-	2 of 2	100%
Intravenous Bolus (Med Admin)	-	-	-	2 of 2	100%
Intravenous Piggyback Infusion	-	-	-	2 of 2	100%
Intravenous Therapy	-	-	-	2 of 2	100%
Medical including Cardiac Physical Assessment	-	-	-	2 of 2	100%
Nasotracheal Intubation - Adult	-	-	-	2 of 2	100%
Needle Cricothyrotomy (Percutaneous Translaryngeal Ventilation)	-	-	-	2 of 2	100%
Neonatal Resuscitation Beyond Routine Newborn Care	-	-	-	1 of 1	100%
Normal Delivery with Newborn Care	-	-	-	2 of 1	200% ★
Obtain a Patient History from an Alert and Oriented Patient	-	-	-	2 of 2	100%
Pediatric Respiratory Compromise (AEMT)	-	-	-	1	100%
Pediatric Ventilatory Management NR	-	-	-	1	100%
Pleural Decompression (Needle Thoracostomy)	-	-	-	2 of 2	100%
Subcutaneous Medication Administration	-	-	-	1 of 1	100%
Supraglottic Airway Device - Adult	-	-	-	2 of 2	100%
Synchronized Cardioversion	-	-	-	2 of 2	100%
Transcutaneous Pacing	-	-	-	2 of 2	100%
Trauma Endotracheal Intubation - Adults	-	-	-	2 of 2	100%
Trauma Physical Assessment - Adults	-	-	-	2 of 2	100%
Lab - Individual Scenario Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Abnormal Delivery with Newborn Care	-	-	-	2 of 2	100%
Comprehensive Normal Physical Assessment - Pediatric	-	-	-	2 of 2	100%
CPAP and PEEP	-	2	-	0 of 2	100%
Defibrillation (Unwitnessed Arrest)	-	-	-	4 of 4	100%
Direct Orotracheal Intubation - Adult	-	-	-	2 of 2	100%
Direct Orotracheal Intubation - Pediatric	-	-	-	2 of 2	100%
Intramuscular Medication Administration	-	-	-	2 of 1	200% ★
Intraosseous Infusion	-	-	-	4 of 4	100%
Intravenous Bolus (Med Admin)	-	-	-	2 of 2	100%
Intravenous Piggyback Infusion	-	-	-	2 of 2	100%
Intravenous Therapy	-	-	-	12 of 10	120% ★
Medical including Cardiac Physical Assessment	-	-	-	2 of 2	100%
Needle Cricothyrotomy (Percutaneous Translaryngeal Ventilation)	-	-	-	6 of 4	150% ★
Neonatal Resuscitation Beyond Routine Newborn Care	-	-	-	2 of 2	100%
Normal Delivery with Newborn Care	-	-	-	2 of 2	100%

Progress Report

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Lab - Individual Scenario Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Pleural Decompression (Needle Thoracostomy)	-	-	-	2 of 2	100%
Subcutaneous Medication Administration	-	-	-	3 of 1	300% ★
Supraglottic Airway Device - Adult	-	6	-	0 of 6	100%
Synchronized Cardioversion	-	-	-	6 of 4	150% ★
Transcutaneous Pacing	-	-	-	4 of 4	100%
Trauma Endotracheal Intubation - Adults	-	-	-	2 of 2	100%
Trauma Physical Assessment - Adults	-	-	-	2 of 2	100%

Scenario - Pathologies Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Cardiac Dysrhythmia and/or Cardiac Arrest - Adult - Leader	-	5	-	0 of 1	500% ★
Delivery with Neonatal Resuscitation - Leader	-	1	-	0 of 1	100%
Obstetric or Gynecologic - Adult - Leader	-	1	-	0 of 1	100%
Respiratory Distress and/or Failure - Pediatric - Leader	-	2	-	0 of 1	200% ★
Sepsis - Geriatric - Leader	-	1	-	0 of 1	100%
Stroke - Geriatric - Leader	-	1	-	0 of 1	100%
Trauma (Blunt, Penetrating, Burns, or Hemorrhage) - Adult - Leader	-	1	-	0 of 1	100%
Trauma (Blunt, Penetrating, Burns, or Hemorrhage) - Pediatric - Leader	-	1	-	0 of 1	100%

Scenario Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
Team Leads - Adult	-	4	0 of 4	0	100%
Team Leads - Geriatrics	-	3	0 of 3	0	100%
Team Leads - Pediatric	-	3	0 of 3	0	100%
Team Member - Evaluation	-	13	0 of 10	0	130% ★

Opportunity - Capstone Field Internship Skills Progress Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
ALS Team Lead Run	-	-	-	-	17	100%
BLS Team Lead Run	-	-	-	-	3	100%

Opportunity - Clinical (2019) Skills Progress Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
12-Lead ECG Acquisition Portfolio	-	-	3	-	14	100%
Abnormal Delivery with Newborn Care	-	-	-	-	4 of 4	100%
Airway Management	-	-	7	-	54 of 25	216% ★
Assess and Plan RX of Abdominal	-	-	1	-	4	100%
Assess and Plan RX of Altered Mental Status	-	-	-	-	2	100%
Assess and Plan RX of Chest Pain	-	-	1	-	3	100%
Assess and Plan RX of Respiratory	-	-	-	-	1	100%
Assess and Plan RX of Syncope	-	-	-	-	3	100%
Assessment of Adolescents	-	-	-	-	12 of 2	600% ★
Assessment of Abdominal Pain	-	-	2	-	24 of 2	1200% ★
Assessment of Acute Coronary Syndrome	-	-	-	-	2 of 2	100%

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Progress Report

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Opportunity - Clinical (2019) Skills Progress Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
Assessment of Adults	-	-	8	-	93 of 50	186 % ★
Assessment of Altered Mental Status	-	-	-	-	19 of 2	950 % ★
Assessment of Cardiac Dysrhythmia	-	-	2	-	30 of 2	1500 % ★
Assessment of Chest Pain	-	-	1	-	14 of 2	700 % ★
Assessment of Geriatrics	-	-	6	-	94 of 30	313.33 % ★
Assessment of Hypoglycemia or DKA or HHS	-	-	-	-	3 of 2	150 % ★
Assessment of Infant	-	-	-	-	5 of 2	250 % ★
Assessment of Medical Patient - Geriatric	-	-	5	-	77 of 12	641.67 % ★
Assessment of Medical Patient - Pediatric	-	-	-	-	34 of 12	283.33 % ★
Assessment of Medical Patients	-	-	8	-	34	100 %
Assessment of Neonate	-	-	-	-	6 of 2	300 % ★
Assessment of Newborn	-	-	-	-	6 of 2	300 % ★
Assessment of Obstetric Patients	-	-	-	-	1	100 %
Assessment of Preschooler	-	-	-	-	11 of 2	550 % ★
Assessment of Psychiatric	-	-	-	-	7 of 6	116.67 % ★
Assessment of Psychiatric Patients	-	-	-	-	2	100 %
Assessment of Respiratory Distress and/or Failure	-	-	-	-	15 of 2	750 % ★
Assessment of School Ageds	-	-	-	-	9 of 2	450 % ★
Assessment of Sepsis	-	-	-	-	3 of 2	150 % ★
Assessment of Shock	-	-	-	-	3 of 2	150 % ★
Assessment of Stroke and/or TIA	-	-	2	-	2 of 2	100 %
Assessment of Toddler	-	-	-	-	4 of 2	200 % ★
Assessment of Toxicological Event and/or OD	-	-	-	-	2 of 2	100 %
Assessment of Trauma Patients	-	-	-	-	5	100 %
Chest Compressions	-	-	-	-	3	100 %
CPAP and PEEP	-	-	1	-	2 of 2	100 %
Defibrillation (Unwitnessed Arrest)	-	-	-	-	13 of 10	130 % ★
Direct Orotracheal Intubation - Adult	-	-	3	-	12 of 12	100 %
Direct Orotracheal Intubation - Pediatric	-	-	-	-	12 of 12	100 %
Endotracheal Intubations	-	-	2	-	2	100 %
Field Internship Capstone-Portfolio & CoA - Team Lead	-	-	-	-	20 of 20	100 %
Glucometer Portfolio	-	-	-	-	4	100 %
Inhaled Medication (MDI, Nebulizer)	-	-	4	-	11 of 2	550 % ★
Intramuscular Medication Administration	-	-	2	-	6 of 1	600 % ★
Intraosseous Infusion	-	-	-	-	8 of 2	400 % ★
Intravenous Bolus (Med Admin)	-	-	-	-	40 of 10	400 % ★
Intravenous Therapy	-	-	13	11	66 of 15	440 % ★
IV Therapy - Portfolio	-	-	2	1	33	100 %

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Progress Report

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Student: Derek Chancy

Course: 2020 Paramedic Cohort

Category Hours Progress	100%				
Skills Progress	100%				
Category Hours Progress Detail	Pending	Adjusted	Completed	Required	Progress
Capstone Field Internship	-	100	-	100	100%
CARDIOLOGY LAB (CATH/EEP)	-	-	12	12	100%
Emergency Room/Emergency Department	-	-50	264.92	146	147.2% ★
EMS Field Experience	-	-100	205.87	100	105.87% ★
GERONTOLOGY	-	40	-	40	100%
ICU	-	-	40	40	100%
🔒 Lab/Simulation	-	-	-	0	100%
LABORATORY	-	-	4	4	100%
OB/Labor & Delivery	-	-	20.5	20	102.5% ★
OUTPATIENT OR	-	2	6	8	100%
PEDS	-	31.33	8.67	40	99.99%
RESPIRATORY THERAPY for EMS	-	-	10	10	100%
Totals:	-	23.33	571.95		
Skill Groups Progress Detail	Pending	Adjusted	Completed	Required	Progress
IM or SQ Injection	-	-	11	2	550% ★
Inhaled Medication (MDI, Nebulizer)	-	-	11	2	550% ★
IV Bolus Medication Administration	-	-	65	20	325% ★
Medical	-	-	111	60	185% ★
Pediatrics	-	-	53	30	176.67% ★
Trauma	-	-	49	30	163.33% ★
Lab - Basic Competency Skills Progress Detail	Pending	Adjusted	Peer	Instructor	Progress
1 & 2 Rescuer CPR for Adults	-	-	1 of 1	0	100%
1 & 2 Rescuer CPR for Children	-	-	1 of 1	0	100%
1 & 2 Rescuer CPR for Infants	-	-	1 of 1	0	100%
12-Lead ECG Placement	-	-	4 of 2	0	100%
Automated External Defibrillator	-	-	1 of 1	2	300% ★
Bag-Mask Technique and Rescue Breathing for Adults	-	-	1 of 1	0	100%
Bag-Mask Technique and Rescue Breathing for Children	-	-	1 of 1	0	100%
Glucometer	-	-	0 of 2	3	150% ★
Hemorrhage Control	-	-	0 of 1	4	400% ★

Scenario Type	Team Leader	Team Member
Abdominal Pain (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Abdominal Pain (Geriatric)		
Abdominal Pain (Pediatric)		
Allergic Reaction/Anaphylaxis (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Allergic Reaction/Anaphylaxis (Geriatric)		
Allergic Reaction/Anaphylaxis (Pediatric)		
Cardiac Dysrhythmia/ Arrest (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Cardiac Dysrhythmia/ Arrest (Geriatric)		
Cardiac Dysrhythmia/ Arrest (Pediatric)		
Chest Pain (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Chest Pain (Geriatric)		

Chest Pain (Pediatric)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Delivery W/ Neonate Resuscitation	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Hypoglycemia/DKA/HHNS (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Hypoglycemia/DKA/HHNS (Geriatric)		
Hypoglycemia/DKA/HHNS (Pediatric)		
OB/Gynecological (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
OB/Gynecological (Geriatric)		
OB/Gynecological (Pediatric)		
Overdose (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Overdose (Geriatric)		
Overdose (Pediatric)		
Psychiatric (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee

Psychiatric (Geriatric)

Psychiatric (Pediatric)

Respiratory Distress/Failure (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
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Respiratory Distress/Failure
(Geriatric)

Respiratory Distress/Failure
(Pediatric) X2

Seizure (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
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Seizure (Geriatric)

Seizure (Pediatric)

Sepsis (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
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Sepsis (Geriatric)

Sepsis (Pediatric)

Shock (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Shock (Geriatric)		
Shock (Pediatric)		
Stroke (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Stroke (Geriatric)		
Stroke (Pediatric)		
Trauma (Adult)	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee	Adam, Alicia, Chase, Cheyenne, Elizabeth, Erin, Konner, Joseph, Jordan, Kacee
Trauma (Geriatric)		
Trauma (Pediatric)		

EMS-071 Case Review Presentation

Name of Presenter: _____


Name of Evaluator: _____

Date: _____

SCORE: _____

Category	Scoring Criteria	Poor		Excellent		
		1	2	3	4	5
Content	1 Dispatch information given, lays out the problem well, and establishes a framework for the rest of the case review.	1	2	3	4	5
	2 Medical terminology terms are used and appropriate for the case review	1	2	3	4	5
	3 Case review contains accurate information.	1	2	3	4	5
	4 Differential Diagnosis and Treatment are discussed and appropriate to the national standard	1	2	3	4	5
Organization	1 The case reviewed was the one assigned to the student	1	2	3	4	5
	2 Information is presented in a logical sequence	1	2	3	4	5
	3 Length of presentation is within the assigned time limits.	1	2	3	4	5
Materials	1 Material included is relevant to the overall message/purpose.	1	2	3	4	5
	2 Appropriate amount of material is prepared, and points made reflect well their relative importance.	1	2	3	4	5
	3 Visual aids are well prepared, informative, effective, and not distracting.	1	2	3	4	5

Presentation	1 Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, movement, etc.).	1	2	3	4	5
	2 Speaker uses a clear, audible voice.	1	2	3	4	5
	3 Delivery is poised, controlled, and smooth.	1	2	3	4	5
Audience Involvement	1 Involved the class in the case review	1	2	3	4	5
	2 Presented the information to lead the class to the differential diagnosis and treatment without giving it specifically.	1	2	3	4	5

Preceptors review of the student/clinical site 
Candidate: is non-judgmental in treating patients. 5
Establishes a positive rapport with patients. 4
Displays a professional attitude. 4
Is dressed in a professional manner. 5
Utilizes all available resources at a scene (PD/FD). 4
Shows respect to other agencies personnel. 4
Treats all bystanders and family with respect. 4
Develops effective relationships with co-workers. 5
Shows responsibility for restocking equipment. 4
Shows interest in learning about equipment. 5
Displays ability to take direction effectively. 4
Displays ability to take constructive criticism. 4
Actively seeks knowledge through pertinent questions. 5
Shows knowledge in use of equipment. 4
Assists with cleanup at end of shift. 4
Performs a general impression. Has a systematic approach to completing an appropriate physical exam. Able to complete a history and physical exam. 4
Ability to choose and accurately deliver appropriate treatments for specific conditions in the medical or trauma patient. 4
Demonstrates proper techniques and accurate skill performances. Displays knowledge and proper care for all equipment. Able to apply theoretical concepts. 4
Additional Comments: Zach works well into the night studying with his appointed mentor Lowry every shift he is on duty.

Progress Report

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Opportunity - Clinical (2019) Skills Progress Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
Live Intubations	-	-	3	-	2	100%
Medical including Cardiac Physical Assessment	-	-	-	-	68 of 10	680% ★
Medication Administration IV-Portfolio	-	-	-	-	7	100%
Needle Cricothyrotomy (Percutaneous Translaryngeal Ventilation)	-	-	-	-	2 of 2	100%
Neonatal Resuscitation Beyond Routine Newborn Care	-	-	-	-	4 of 4	100%
Normal Delivery with Newborn Care	-	-	-	-	4 of 4	100%
Obtain a Patient History from an Alert and Oriented Patient	-	-	11	-	115 of 8	1437.5% ★
Pacing	-	-	-	-	10	100%
Pleural Decompression (Needle Thoracostomy)	-	-	-	-	4 of 2	200% ★
Safely Administer Medications	-	-	15	-	98 of 15	653.33% ★
Safely Gain Venous Access	-	-	5	10	35	100%
Subcutaneous Medication Administration	-	-	-	-	5 of 1	500% ★
Supraglottic Airway Device - Adult	-	-	-	-	12 of 12	100%
Synchronized Cardioversion	-	-	-	-	14 of 10	140% ★
Transcutaneous Pacing	-	-	-	-	10 of 10	100%
Trauma Endotracheal Intubation - Adults	-	-	-	-	2 of 2	100%
Trauma Physical Assessment - Adults	-	-	-	-	16 of 6	266.67% ★
Trauma Physical Assessment - Geriatric	-	-	-	-	14 of 6	233.33% ★
Trauma Physical Assessment - Pediatric	-	-	-	-	10 of 6	166.67% ★
Ventilate a Patient	-	-	-	-	3	100%
Ventilation - BVM Portfolio	-	-	-	-	17 of 3	566.67% ★
Live Skill Progress Detail	Pending	Adjusted	Observed	Attempted	Completed	Progress
12-Lead ECG Placement	-	-	-	-	31 of 4	775% ★
Comprehensive Normal Physical Assessment - Pediatric	-	-	-	-	23 of 2	1150% ★
Intravenous Bolus (Med Admin)	-	-	-	-	25 of 2	1250% ★
Intravenous Therapy	-	-	3	16	65 of 20	325% ★
Medical including Cardiac Physical Assessment	-	-	-	-	47 of 40	117.5% ★
Trauma Physical Assessment - Adults	-	-	-	-	9 of 6	150% ★

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
Dental Hygiene	AAS.DH	71.5	51.0602	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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Dental Hygiene prepares the student with specialized skills necessary for employment as a dental hygienist. Emphasis is placed on the performance of dental hygiene treatments, such as removal of calculus, stain and deposits from the teeth, prevention of oral disease, and the hygienist's role as a dental health educator. The hygienist's services are sought by dentists, schools, prisons, hospitals, health departments, and other industries. Assessing Program Outcome Goals is completed with each graduating class and documented in the College WEAVE Assessment Platform. Graduates of AAS.DH demonstrate the following program outcomes: <ol style="list-style-type: none"> 1. The Dental Hygiene Program will prepare entry-level dental hygienists in performing competent, safe dental hygiene care. 2. The Dental Hygiene Program will prepare students to demonstrate effective communication. 3. The Dental Hygiene Program will prepare students to be able to demonstrate critical thinking skills. 4. The Dental Hygiene Program will prepare students to be able to function within the profession's legal and ethical standards and demonstrate professionalism. 5. The Dental Hygiene Program will provide and encourage student participation in community involvement during career in the DH program and after graduation. 		
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? <i>This may include</i>		Program Outcome Goals are assessed by review of graduation rates, passage of state board exams, and assessment of student learning outcomes routinely. The above stated Program Outcome Goals are being met as evidenced by the following supportive data:		

<i>employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>	<table border="1"> <thead> <tr> <th></th><th>Grad Rates</th><th>NB Pass rates</th><th>Clinical Pass rates</th></tr> </thead> <tbody> <tr> <td>2018</td><td>21/30=70%</td><td>21/22=95%</td><td>22/22=100%</td></tr> <tr> <td>2019</td><td>26/28=93%</td><td>24/26=92%</td><td>26/26=100%</td></tr> <tr> <td>2020</td><td>24/29=83%</td><td>22/23=96%</td><td>23/23=100%</td></tr> <tr> <td>2021</td><td>22/30=73%</td><td>21/22=95%</td><td>22/22=100%</td></tr> <tr> <td>2022</td><td>No data</td><td>No data</td><td>No data</td></tr> </tbody> </table>		Grad Rates	NB Pass rates	Clinical Pass rates	2018	21/30=70%	21/22=95%	22/22=100%	2019	26/28=93%	24/26=92%	26/26=100%	2020	24/29=83%	22/23=96%	23/23=100%	2021	22/30=73%	21/22=95%	22/22=100%	2022	No data	No data	No data
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2022	No data	No data	No data																						
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The action for past program review includes “continued with minor improvements.” AAS.DH is fully accredited by the Commission on Dental Accreditation, CODA, and participates in ongoing curricula and program review.																								
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Erin Swingler, Division Chair for Allied Health Programs Elizabeth Hartrich, Director for Dental Hygiene Program Nicki Amigoni, Dental Hygiene Instructor Hilary Donley, Allied Health Specialist Ashley Homann, Allied Health Administrative Assistant 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 and program support TRIO, student support Library Services, student support Tutoring and Testing Center, student support Student Accommodations, student support Advisory Board, program support Sarah Bush Lincoln, program partner Douglas County Health Department, program partner Edgar County Health Department, program partner Dental Hygiene Students																								
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>																									
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	<p>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 purpose, ACCUPLACER’s Assessment Placement Test. 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 remedial coursework to meet this requirement.</p> <p>AAS.DH is a special admission program. Interested students should submit an intent to enroll, select "AAS.DH.TRK".</p>																								

	<p>Applications are due March 1.</p> <p>Students are instructed to submit high school transcripts with graduation date, GED transcript, and any college transcripts. Students transferring credits from other colleges must fill out a “Transcript Evaluation Request”. Students are further instructed to submit ACT/SAT scores online through the ACT and SAT websites and/or take the college</p> <p>Applicants to the AAS.DH program will receive 10 points for submission of a dental assisting certificate, proof of dental work experience for 6 months, or completion of Health Occupations.</p> <p>After admission to the program students must pass a background check, physical exam, proof of immunization, CPR, and drug screen.</p> <p>Students are required to have completed before admittance into the program:</p> <ol style="list-style-type: none"> 1. College level Chemistry 2. Anatomy and Physiology I 3. Microbiology
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The amount of information and training that is presented to the students to prepare them to pass their boards, obtain their license while also meeting accreditation standards makes it necessary for the number of hours to 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.	<p>Dental Hygienists are in high demand both regionally and nationally. Labor market trends for the state of IL are projecting 12% growth and it is estimated that there will be approximately 590 annual job openings. National trends are predicting job growth to be 9% with 16,300 projected annual openings.</p> <p>https://www.onetonline.org/link/localtrends/29-1292.00?st=IL</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>The above listed labor market statistics are projected for years 2020-2030.</p> <p>Due to the pandemic, dental hygienists have left the workforce creating more opportunities for graduates.</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>Labor market information is reviewed yearly from the following sources:</p> <p>ONETonline: https://www.onetonline.org</p> <p>IDES http://ides.illinois.gov/resources/labor-market-information/employment-projections.html.</p>

1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	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, YouTube videos, Facebook posts, radio ads, student testimonials, information posted on the Lake Land College website/webpage, and CI Living TV segment.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The dental hygiene faculty evaluates curriculum changes yearly by accreditation recommendations and citations, a curriculum management plan/review the faculty conducts semesterly, and national and clinical board results. As a team, we discussed and planned for these changes in monthly faculty meetings. Curriculum change requests are made by the Director of DH in consultation with the Division Chair for Allied Health programs and are brought before the Curriculum Committee. The diverse 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.	Our current program review resulted in the decision to modify current courses, add new courses, and redistribute curriculum content to better prepare students for their boards. In addition, the program’s last CODA site visit made recommendations that the faculty feels these modifications will help address and resolve.
Indicator 2: Cost Effectiveness (<i>see ICCB and system resources for cost-effectiveness:</i> https://www.iccb.org/academic_affairs/program-review/)	Response
2.3 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> 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 	<p>Lake Land College participates in Program Improvement Enhancement, (PIE) to assess cost effectiveness of AAS.DH. 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.</p> <p>Review of the 5 Year Enrollment History includes the following:</p> <p>FA 2018: Green</p>

<ul style="list-style-type: none"> • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>FA 2019: Green FA 2020: Red FA 2021: Green FA 2022: Yellow</p> <p>Review of the 5 Year Retention History (first time, full time, new students) includes the following:</p> <p>FA 2018: 100% FA 2019: 100% FA 2020: (Not applicable, did not take a class this year due to the COVID pandemic.) FA 2021: 100%</p> <p>Review of the 5 Year Total Degree/Certificates Awarded include the following:</p> <p>2018: 20 2019: 26 2020: 24 2021: (Not applicable, did not take a 2020 class due to the COVID pandemic.) 2022: 22</p> <p>Annual enrollment, course fill, and course retention exceeds Lake Land College established goals.</p> <p>Lake Land College strives to keep AAS.DH class sizes less than 28 to provide students more individualized attention and meet their diverse learning needs. During the pandemic a decrease in enrollment was identified.</p> <p>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:</p> <p>FY 2018: \$105.50/credit hour FY 2019: \$105.50/credit hour FY 2020: \$110.50/credit hour FY 2021: \$110.50/credit hour</p> <p>In addition to routine College fees, AAS.DH 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 AAS.DH courses are assigned</p>
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	<p>a level 4.</p> <p>Program costs are also off set by funding through The Department of Education, Perkins Grant. Written requests for educational supplies or equipment are submitted by the Dental Hygiene Program Director to Emily Ramage, Dean of Academic Operations.</p> <p>The Vice President for Academic Services sets the minimum course size for all classes prior to the start of the term. Historically, AAS.DH courses have consistently exceeded that benchmark.</p> <p>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.</p>
2.4 What are the findings of the cost-effectiveness analysis?	PIE findings of the cost-effectiveness analysis indicates that DH courses meet college requirements and are identified as having a Green finding.
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.	AAS.DH programs are offset by Perkins Grant funding. (See 3.3)
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>Lake Land College has many resources available to students which make AAS.DH 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.</p>
2.5 How will the college increase the cost- effectiveness of this program?	Ensuring cost effectiveness of AAS.DH is a collaborative approach among several College departments to ensure course offerings are affordable. This is reviewed annually.
Did the review of program cost result in any actions or modifications? Please explain.	The dental hygiene program continually reviews the cost of the program and did not make any modifications based on the review.

Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>AAS.DH classes are offered in a variety of formats to meet the diverse needs of the students we serve. These modalities include: face to face, team-teaching preclinicals and clinicals, online, and hybrid. Courses are offered during the day and evening hours on the Mattoon campus. Analysis of course modality does not suggest a clear difference in student success rate.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>AAS.DH faculty participate in various college trainings, development, continuing education, and teaching methodology initiatives to ensure curriculum reflects quality, relevant, contextualized, and culturally responsive indicators.</p>
<p>3.3 Is this program part of a <u>Program of Study</u> as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>AAS.DH is part of a Program of Study as defined by Perkins V and is approved by ICCB.</p> <p>Through this resource AAS.DH has been able to purchase equipment and various student supplies to offset student cost and aid in student success.</p>
<p>3.4 Does this program meet the definition of a <u>career pathway program</u>? 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.</p>	<p>Career Pathway Program definition was analyzed as outlined in the Career Pathways Dictionary. The Lake Land College DH Program demonstrate high quality education and training that aligns with multiple educational systems. This is further evidenced by information listed in Indicator 3: Quality, and the following points which correlate with the definition:</p> <ul style="list-style-type: none"> A. The DH program ensures that curriculum aligns with industry skill needs through frequent communication with clinical partners and yearly advisory council meetings. B. The DH program does not include an option for National Apprenticeships. C. Students in the DH program have access to several avenues for support in achieving goals to include but not limited to: TRIO, Perkins, Tutoring, Mental Health Resources, Food Pantry, Allied Health Emergency Funding, Financial Aid, Advising, and multiple counseling services.

	<p>D. DH Curriculum aligns with workforce preparation and training and includes on campus work based learning experiences.</p> <p>E. DH Curriculum including coursework, training, assignments, and assessments are regularly reviewed as part of continuous quality improvement.</p> <p>F. Multiple pathways are in place for students to achieve Bachelor level training at neighboring Universities.</p> <p>G. DH Curriculum includes multiple partnerships with both regional and nationally recognized employers.</p>
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. Currently there are approximately 23 classrooms throughout the Lake Land College campuses that are available to provide instruction through Hyflex delivery.
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?	AAS.DH courses are not taught dual credit.
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program?</p> <p>In what ways can these opportunities be improved?</p>	AAS.DH curriculum includes clinic courses that provide students work based learning opportunities. These opportunities improve the quality of the program by providing students experience and real world, industry application. These opportunities can be improved by expanding community clientele from across the lifespan.
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 accreditation is required for AAS.DH programs. The AAS.DH program is currently accredited by the Commission on Dental Accreditation, CODA.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	AAS.DHY graduates are licensed, under the Illinois Department of Financial and Professional Regulation, to use the following credentials: RDH, Registered Dental Hygienist. Graduates applying for their dental hygiene license must also be BLS CPR

	certified.		
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	DH does 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.	National Board (written) Pass rates	CRDTS (clinical) Pass rates	
	2018	21/22=95%	22/22=100%
	2019	24/26=92%	26/26=100%
	2020	22/23=96%	23/23=100%
	2021	21/22=95%	22/22=100%
	2022	No data	No data
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	AAS.DH currently has articulation agreements with Eastern Illinois University, EIU, and Southern Illinois University at Carbondale, SIU-C.		
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?	AAS.DH has not formed additional partnerships since the last program review.		
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	AAS.DH has long standing, established partnerships with Sarah Bush Lincoln, Edgar County Health Department and Douglas County Health Department.		
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		

	<p>demonstrate diversity, equity, and inclusion. These include the following:</p> <ol style="list-style-type: none"> 1. Safe Zone Ally Training 2. Communication in Relationships 3. Culture Wealth <p>All new employees at Lake Land College are required to take the Safe Colleges Course, Diversity Awareness.</p>
3.17 What is the status of the current technology and equipment used for this program?	<p>AAS.DH utilizes many forms of technology and equipment within the curriculum. Examples include:</p> <ol style="list-style-type: none"> 1. Eaglesoft software – dental charting software 2. TalEval – patient tracking and student objective grading method/software 3. Dental units – replaced in 2017 4. Upgraded instrument preparation equipment 5. Cocoon – handheld radiology gun 6. Upgraded the computers at each unit to laptops
3.18 What assessment methods are used to ensure student success?	<p>AAS.DH courses are assessed each Fall and Spring. The AAS.DH program is assessed yearly. WEAVE is the assessment platform 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. TalEval tracks and measures students' success in achieving program outcomes.</p>
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	<p>Results of course and program assessment are shared with Advisory Committee members and various marketing outlets. These results are additionally shared, analyzed, and discussed with DH faculty at staff meetings and these results are considered when developing or revising curriculum.</p>
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?)	<p>In reviewing courses, deficiencies were identified in certain subject material. The dental hygiene faculty plans to modify the way nutrition was taught. Instead of being taught over three semesters, the information will be taught in one nutrition course. The other two courses will focus on Head and Neck Anatomy and skill necessary to enter the work force. Additionally, the board review course will increase to one credit hour.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>The program collects this information by the Alumni employment satisfaction survey, with an exit interview, and other survey monkey questionnaires. This information is reviewed by the Program Director and Division Chair to identify potential areas for program improvement.</p> <p>Current survey results have shown students to be satisfied with their dental hygiene education.</p>

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	An advisory board meeting is conducted yearly and curriculum is discussed. The board/committee makes suggestions to the faculty on items that may need to be added or removed. A survey monkey was devised during the pandemic and will continued to be used to poll the committee prior to the meeting.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The program requests employers of former students to fill out an “Employer Satisfaction Survey” to get feedback about graduates performance and asking for areas that may need to be covered more thoroughly.
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	According to a recent employer satisfaction survey, the employers of recent graduates of the program were 100% satisfied with graduate performance including patient care, interpersonal skills, and professionalism. It is collected by the survey mentioned above.
3.25 What are the program’s strengths?	Lake Land College AAS.DH have multiple strengths which contribute the success of the program. Some of these strengths include but are not limited to: Well-trained, dedicated program faculty Strong Industry Partnerships Sufficient Resources to promote student success Above state and national average board pass rates Current technology and equipment Low tuition rates Free textbook rental
3.26 What are the identified or potential weaknesses of the program?	Areas for improvement for Lake Land College AAS.DH would include the following: Updating computerized dental software Ensuring adequate number of patients, across the lifespan, for student clinic experiences
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Submission of requests to modify the curriculum to the curriculum committee and ICCB. See above (3.20).

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
DH programs do not demonstrate barriers with retention, placement, or support services. Course sequencing has been evaluated through the CODA Accreditation Process. Course sequencing changes must first be brought before the Curriculum Committee and approved prior to implementation.					
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	Lake Land College, AAS.DH				
CIP Code	51.0602				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2018	2019	2020	2021	2022
	67	72	60	21	47
Number of Completers	20	26	24	22	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 from PIE charts were reviewed for the reporting period. Numbers represent Fall enrollees between 2014 and 2022. Specific data includes the following: Economically Disadvantaged: 51.522% Academically Disadvantaged: 15.22% Single Parent: 10.54% First Generation: 70.02% Age Comparison: Approximately 25% (non-traditional students, any student over the age of 25), Approximately 75% (traditional students, any student under the age of 25). Gender: 95.55% female, 4.45% male Full Time Students: 66.74% Part Time Students: 33.26% Ethnicity: 91.57% White, 7.03% Other Groups, 1.41% Black				

How does the data support the program goals? Elaborate.	It is the goal of AAS.DH to prepare student with specialized skills necessary for employment as a Registered Dental Hygienist. The disaggregated data above identifies the unique characteristics of who AAS.DH students are.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Review of disaggregated data suggests low ethnic diversity, which is a representation of our community. There is also a gender gap between male and female students in the program, which is consistent in the field of dental hygiene.
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.	Lake Land College continuously reviews data related to retention and completion. PIE reports are reviewed annually with the Program Director and Division Chair. PIE reports are utilized to identify high risk student groups and to implement strategies to help them be successful in meeting AAS.DH program goals.
Are the students served in this program representative of the total student population? Please explain.	Students served in this program are representative of the total student population as there is little diversity in the community.
Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district population as there is little diversity within the district.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program faculty feels that only minor improvements are necessary based on the fact that they continually strive to stay current and improve by reviewing current curriculum and procedures in order to meet and exceed the standards set by CODA (dental hygiene accrediting body).
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Implementing the curriculum changes if approved by all entities and reviewing the program annually to identify issues that need to be addressed. Fall 2023 – new curriculum begins Spring 2023 – annual program review 2. Implementing a new employer satisfaction survey (and other surveys) to get more meaningful data/results and to get more participation from employers to have more reliable data – Summer 2023 – working with the

	Director of Institutional Research and Reporting.
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 at this time.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program does have gaps but they are related to the demographics of our rural area.
Resources Needed	Resources are adequate at this time.
Responsibility Who is responsible for completing or implementing the modifications?	The dental hygiene program director, Beth Hartrich, and the other dental hygiene faculty and staff are responsible for the implementation and modification.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		FY2018 - 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
Cosmetology / Cosmetology Teacher	Cert	43	120401	Cosmetology Teacher
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Provide training in current technical and theory education in order to prepare students for securing a State of Illinois Cosmetology license / Cosmetology Teacher Certificate. <ul style="list-style-type: none"> • Graduates of Cosmetology will be prepared to perform competent, safe services after completion of the Illinois State Board Exam • Graduates of the Cosmetology program will have the skills necessary to be successfully employed in the Cosmetology industry • Be able to demonstrate and apply decontamination procedures for the health, safety, and welfare of the customer • Demonstrate proficient technical skills in hands-on application such as hair shaping, permanent waving, hair coloring, and chemical relaxing • Communicate effectively with peers, clients, and the general public • Use computer technology in Cosmetology practice • Exhibit professional and ethical behavior while providing client services 		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The Cosmetology certificate has been very successful in training students for employment in a commission-based or booth rent type of salon environment. The objectives are reviewed on an annual basis and have been consistently met. The completion rates of the Cosmetology program are over 90%.		

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, excluding 2020 - due to COVID. The student enrollment is consistently going up and remains strong in preparing 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.	Kristine Marler – Director of Cosmetology Lisa Madlem –Director of Assessment and Program Review Lynn Breer – Director of Institutional Research 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.	Advisory Council members were called upon to discuss and report what the future demands are for the Cosmetology profession. As community members and employers, the council offered advice and insight for education and employment opportunities for our future graduates.
<p style="text-align: center;">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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.	Pre-requisites for Cosmetology Teacher: <ul style="list-style-type: none"> • Holding a current Cosmetology License in the State of Illinois • Having worked consecutively for at least 2 years in a salon.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate program requires more than 30 hours due to the content coverage in the program, thus makes additional hours necessary.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to EMSI there will be a 20% increase in 2022 -2030 EMSI and O*NET
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to the Bureau of Labor statistics, personal appearance jobs such as hairdressers, cosmetologists, and estheticians are expected to increase by over 9% by 2028 . That is nearly double the projected 5% growth in total US employment during the same period.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	LMI information detailed in O*NET are reviewed at a minimum every 3-5 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?)	Our Cosmetology Department participates in job fairs, career days and by visiting area high schools in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum review is evaluated by the information gathered from assessments. An Action Plan is put into place as needed.
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.	With the Cosmetology industry trends changing constantly, the program curriculum is adjusted as needed. MindTap was added as an online platform to aid in the theory portion of the curriculum. The review of the program results in similar, minor adjustments.
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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The college allocates money to college divisions through the budgetary process. The college’s money comes from local funds, state appropriations, and tuition and fees. The cost for the program is \$100 per credit hour Cosmetology kit \$1060 Workbook \$167 Digital Access code \$281 The college’s money comes from local funds, state appropriations, tuition and fees. 16 - 20 students /per 1 instructor on average each class 2 full time instructors and 3 part time instructors The state mandates a student ratio of no higher than 1 faculty member for 25 students. We take 24 students August and January enrollment Enrollment has been on an upward swing since 2020 43 credit hours earned for the CRT.COS There is sufficient scheduling for the CRT.COS

<ul style="list-style-type: none"> • Credit hours earned year to year • Scheduling efficiency 	
2.8 What are the findings of the cost-effectiveness analysis?	Research has indicated that Lake Land College Cosmetology Department is at or below the cost of attending another community college or private institution for Cosmetology.
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
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>Lake Land tuition and fees cost are lower on average than other community colleges in Illinois.</p> <p>The CRT.COS students that are eligible, can receive additional assistant by applying for Financial Aid, Perkins or an Emergency fund and/ or foundation scholarships.</p>
2.5 How will the college increase the cost- effectiveness of this program?	We will continue to provide tools, supplies and support materials to our students through our department's budget, as to decrease the out of pocket cost to the student.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Continue to find ways to keep the costs down for the student through grants, scholarships and financial aid.

Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery Methods:</p> <ul style="list-style-type: none"> • Traditional format • Online • Team teaching with education provided by our partnership companies: Redken, Matrix and Dermalogica <p>Course reports provided via Canvas from our Cengage – MindTap program which provides a summary of success rates.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Through assessments –PIE A program review is discussed at an Advisory Council meeting.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins. V.</p>
<p>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.</p>	<p>I would like to improve my career pathways program by sending flyers and attending Adult Education seminars.</p>

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?	We have added the Milady MindTap online platform into our curriculum to aid with lecture, assignments and review of the course material.
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?	N/A
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?	Salon Observations These observations can lead into a prospective employment opportunity for the student. Receiving feedback from the salon owner is helpful to assess needed skills that could be taught while the student is still in school.
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.	The State of Illinois requires a Cosmetology license to work in this field.
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.	State of Illinois licensure in Cosmetology / Cosmetology Teacher FY 2018 -2022 Total enrollment: 195 students Pass rate: 80%
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?	We have continued our partnership with Dermalogica for additional educational opportunities and support for our students. We offer on sight education with Redken and Matrix educators also.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Dermalogica Partnership School
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?	CE hours are earned through classes onsite and outside sources. We are a Dermalogica Partnership school, which enable all full-time and adjunct faculty to attend their International Dermal Institute at no charge. Lake Land College offers professional development course for faculty.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College offers mandatory Safe College training courses.
3.17 What is the status of the current technology and equipment used for this program?	We use Milady MindTap – an online format via Canvas. The students access this program with school provided Chromebooks.
3.18 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program in the Spring and Fall.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Students are evaluated in relation to practical skills through client feedback forms and instructor procedure methods. The instructors then discuss the results and assess what improvements can be made.
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?)	I would add the part time teaching staff into the data collection to ensure accurate results and outcomes. We adjust or revise the curriculum based off of the information collected from course assessments.
3.21 How satisfied are students with their preparation for employment?	Overall our students feel confident with their preparation for employment.

How is this student satisfaction information collected?	The college is gathering information through a student satisfaction inventory (SSI). CCSSE is administered every three years to assess student engagement.
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 individual employed in the field. The council meets formally once per year. Remaining in contact with the advisory council members throughout the year to consult on curriculum, job placement and industry trends and developments would help ensure we are staying current with in our industry.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Through feedback given at the advisory council meetings.
3.24 How satisfied are employers in the preparation of the program's graduates?	Positive feedback has been given over the past 5 years from employers of Lake Land graduates. Employers have stated that our graduates are beyond prepared in comparison to similar programs and only employ Lake Land College graduates.
How is employer satisfaction information collected?	The salon owners are contacted through email and/ or social media to inquire on the performance of the graduates.
3.25 What are the program's strengths?	We are able to give our student a quality education due to our experienced instructors and the state of the art equipment that our school provides.
3.26 What are the identified or potential weaknesses of the program?	Due to our increasing enrollment, we could use another full time instructor.
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.	
Working with the tutoring center to assist with assignment comprehension and knowledge retention would be beneficial for the success of our students. Connecting and engaging with the student several times throughout the semester to identify not only their tutoring needs, but also any support services.	

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	Cosmetology CRT.COS				
CIP Code	120401				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled:					
COS Students	39	34	38	41	43
COS Teacher	0	0	1	0	2
Number of Completers:					
COS Students	30	22	21	19	23
COS Teacher	0	0	1	0	1 1-dropped the program
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.)	Data collected from PIE Economically Disadvantaged –PELL Eligible: 56.04% Academically Disadvantaged Remedial: 34.89% Single Parent: 18.13% First Generation: 69.51% Ethnicity: Black -3.30% White – 94.23% Other Groups – 2.47% Gender: Male 0.99% Female 99.01% Age Comparison: 82- Non-traditional 282- Traditional				
How does the data support the program goals? Elaborate.	The program goal is to provide specific training to obtain employment in the field of Cosmetology. Many students acquire jobs through salon observations and have confirmed employment prior to graduating.				
Were there gaps in the data (equity gaps,	Economically Disadvantaged: 63.23% Academic Disadvantaged: 66.67% First Generation 78.95%				

enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	<p>Employed: 88.89%</p> <p>By Age Traditional: 76.92% Single Parents: 100%</p> <p>Upon review, the disaggregated data related to retention and completion and that students who are low income, academically disadvantaged, first generation, employed, and single parents have retention rates that exceed 67%</p>
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.	Assessment is completed fall and spring to ensure all aspects of the program is kept up-to-date within the Cosmetology industry.
Are the students served in this program representative of the total student population? Please explain.	Generally the students are representative of the student population with regards to age and ethnicity.
Are the students served in this program representative of the district population? Please explain.	<p>Yes</p> <p>Generally the students are representative of the student population with regards to age and ethnicity</p>
Review Results	
Action	<p><input checked="" type="checkbox"/> Continued with Minor Improvements</p> <p><input type="checkbox"/> Significantly Modified</p> <p><input type="checkbox"/> Placed on Inactive Status</p> <p><input type="checkbox"/> Discontinued/Eliminated</p> <p><input type="checkbox"/> Other (please specify)</p>
Summary Rationale Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable potential Cosmetologist. We are only see minor improvement needing to be made going forward to continue this trend.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>The program is continually assessed and aligned with the current trends within the Cosmetology industry.</p> <ul style="list-style-type: none"> Retention: Work with the tutoring center to assist with assignment comprehension and knowledge retention. Working with the student's schedules to include tutoring sessions if needed. Graduation/Completion: Identify a date before the intent to graduate due date in each term to ensure students are set to graduate.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are continually monitored to ensure that they are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Understand student, faculty and staff perceptions and experiences, by identifying area of strengths and those that need improvement.
Resources Needed	Training opportunities offered to assist with facilitation.
Responsibility Who is responsible for completing or implementing the modifications?	The Director of Cosmetology and the Division Chair.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		FY2018-2022		
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
Esthetics	Cert	37	120401	N/A
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		To provide current technical and theory education to Esthetics students in order to prepare them for employment and secure a State of Illinois Esthetician license. <ul style="list-style-type: none"> • Graduates of the Esthetics program will be able to demonstrate and apply decontamination procedures for the health, safety, and welfare of the customer and themselves • Graduates of the Esthetics program will exhibit professional and ethical behavior while providing client services • Graduates of the Esthetics program will demonstrate proficient technical skills of skin services taught • Graduates of the Esthetics program will communicate effectively with peers, clients, and the general public • Graduates of the Esthetics program will use computer technology in Esthetics practice • Graduates of the Esthetics program will be prepared to perform competent, safe services after completion of Illinois State Board Exam • Graduates of the Esthetics program will be prepared to be employed in a variety of settings 		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The pass rate for passing the state is exam is consistently over 90%. The Esthetic certificate program has been very successful in training students for employment in salon, day spa and medical esthetics. The objectives are reviewed on an annual basis and have been consistently met.		

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Program review from previous years has been consistent with the current evaluation, excluding 2020 – due to COVID. The student enrollment remains strong in preparing 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.	Kristine Marler – Director of Esthetics Lisa Madlem – Director of Assessment and Program Review Lynn Breer – Director of Institutional Research 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.	Advisory Council members were called upon to discuss and report what the future demands are for the Esthetic profession. As community members and employers, the council offered advice and insight for education and employment opportunities for our future graduates.
<div style="text-align: center;">CTE Program Review Analysis</div> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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.	High school diploma or GED equivalent.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The certificate program requires more than 30 hours due to the content covered in the program, this makes additional hours necessary.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The labor market demand for this program is very strong. The demand for estheticians within the Lake Land College district does not mirror the expected growth throughout Illinois. The projections indicates a 24.6% increase for Illinois. EMSI and O*NET
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	As the population ages, there are more people seeking skin treatments. Most of the job growth will be in full-service spa salons.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	LMI information detailed in O*NET are reviewed at a minimum every 3-5 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 Esthetics Department participates in Lake Visit Days, job fairs, career days and visiting local high schools in our district.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum review is evaluated by the information gathered from assessments. An Action Plan is put into place as needed.
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.	Within the Esthetics industry equipment and teaching methods changes rapidly, so therefore the program is adjusted as needed. MindTap was added as an online platform to aid in the theory portion of the curriculum. The review of the program results in similar, minor adjustments.
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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The college allocates money to college divisions through the budgetary process. The college’s money comes from local funds, state appropriations, tuition and fees. The cost for the program is \$100 per credit hour Esthetic kit \$270 Workbooks \$153 Digital Access \$367 The college’s money comes from local funds, state appropriations, tuition and fees 10 – 12 students /per 1 instructor on average each class period, 2 full time instructors and 2 part time instructors We currently take up to 12 students – August enrollment We have had to cut off the applicants at 12 due to state requirements of equipment Credit hours earned each year is 37 There is sufficient scheduling for the CRT.EST

<ul style="list-style-type: none"> • Credit hours earned year to year • Scheduling efficiency 	
2.10 What are the findings of the cost-effectiveness analysis?	Research has indicated the Lake Land College Esthetics Department is at or below the cost of attending another community college or private institution for Esthetics.
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
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>Lake Land College tuition and fee costs are lower on average than other community colleges in Illinois.</p> <p>The CRT. EST students that are eligible can receive additional assistants by applying for Financial Aid, scholarships, Perkins and/ or an Emergency Relief fund.</p>
2.5 How will the college increase the cost- effectiveness of this program?	We will continue to provide tools, supplies and support material for our students through the department's budget, as to decrease the out of pocket costs to the student.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Continue to find ways to keep the cost down for the student through grants, scholarships and financial aid.

Indicator 3: Quality	Response
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Delivery Methods:</p> <ul style="list-style-type: none"> • Traditional format • Online • Team teaching with education provided by our partnership school: Dermalogica <p>Course reports provided via Canvas from our Cengage – MindTap program which provides a detailed summary of success rates.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>Through assessments – PIE</p> <p>A program review is discussed at an annual Advisory Council meeting.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.</p>
<p>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.</p>	<p>I would like to improve my career pathways program by sending flyers throughout the Lake Land district and attend Adult Education seminars.</p>

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?	Milady MindTap, an online platform has been added into the curriculum to aid with lecture, assignments and exam.
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?	N/A
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?	Required -Salon Observations The Salon Observations can lead into a prospective employment opportunity for the students. Receiving feedback from the salon owner is helpful to assess needed skill that could be incorporated into the curriculum.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	The State of Illinois requires an Esthetic license to work in this field.
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.	State of Illinois licensure in Esthetics FY2028 -2022 Total enrollment: 36 Pass rate: 90%
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?	We are a Dermalogica Partnership school which enhances the program with advanced education in the skin care industry.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Dermalogica Partnership School
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?	CE hours are earned through classes onsite and through outside sources. We are a Dermalogica Partnership school, which enables the full time and adjunct faculty to attend their International Derma Institute at no charge. Lake Land College offers professional development courses for faculty.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College offers mandatory Safe College training courses for faculty and staff.
3.17 What is the status of the current technology and equipment used for this program?	We use Milady MindTap – an online format via Canvas. The students access this program with a school provided Chromebook.
3.18 What assessment methods are used to ensure student success?	The college uses a campus-wide assessment program in the Spring and Fall.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Students are evaluated in relation to practical skills through client feedback forms and instructor procedure methods. The instructors then discuss the results and assess what improvements or adjustments must be made.
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?)	I incorporate the part time teaching staff into the data collection process to ensure accurate results and outcomes. The curriculum could be adjusted based off of the information collected from course assessments.
3.21 How satisfied are students with their preparation for employment?	Overall our students feel confident to enter the workforce in their chosen profession.

How is this student satisfaction information collected?	The college is gathering information through a student satisfaction inventory (SSI). CCSSE is administered every three years to assess student engagement.
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, which is comprised of individuals that are employed in the field. The council meets formally once per year. By remaining in contact with the council members in ensure we are staying current with in the Esthetics industry.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Through feedback given at the advisory council meetings.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Positive feedback has been given from employers of Lake Land graduates. Employers have stated that our graduates are beyond prepared in comparison to similar programs. The salon owners are contacted through email and/or social media to inquire on the performance of the graduates.
3.25 What are the program's strengths?	We are able to give our student a quality education due to our experienced instructors and the state of the art equipment that our school provides.
3.26 What are the identified or potential weaknesses of the program?	Due to the interest and continued enrollment, another full time instructor would be beneficial.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Discussion are being conducted for adding another instructor.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
Graduate/Completion: Add salon/spa observation hours outside of class as an assignment to increase mandatory clock hours and gain experience. Support Service: Contact salon/spa to identify sites willing to schedule students for salon observation hours.	

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	Esthetics CRT.ESTH				
CIP Code	120401				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	12	12	12	12
Number of Completers	8	5	6	10	7
Other (Please identify)					
<p>What disaggregated data was reviewed?</p> <p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Data collected from PIE</p> <p>Economically Disadvantaged – PELL Eligible: 47.525%</p> <p>Academically Disadvantaged Remedial: 25.74%</p> <p>Single Parent: 14.85%</p> <p>First Generation: 68.32%</p> <p>Gender:</p> <p>Male 0.99%</p> <p>Female 99.01%</p> <p>Age Comparison:</p> <p>28% were Non-Traditional</p> <p>73% were Traditional</p>				
<p>How does the data support the program goals?</p> <p>Elaborate.</p>	<p>To ensure we are meeting the needs of students through specific training to obtain employment in the field of Esthetics.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>No, the data encompassed all aspects of the program.</p> <p>First Generation 100%</p> <p>Traditional 100%</p>				

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.	Assessments are completed in the fall and spring to ensure all aspects of the program are kept up-to-date within the Esthetics industry.
Are the students served in this program representative of the total student population? Please explain.	Generally the students are representative of the student population with regards to age and ethnicity.
Are the students served in this program representative of the district population? Please explain.	Yes Student population is represented with regards to age and ethnicity.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program has been very successful in graduating competent, knowledgeable future estheticians. We only see minor improvements; such as updating software / textbooks going forward.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<ul style="list-style-type: none"> Continually review course material to reflect current trends. Retention: Connect and engage with the students throughout the semester to identify their tutoring needs for difficult subjects. Graduation/Completion: Add salon/spa observation hours outside of class as an assignment to increase mandatory clock hours and gain experience.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are continually monitored to ensure that they are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity	Understand student, faculty and staff perceptions and experiences, by identifying area of strengths and those that need improvement.

gaps?	
Resources Needed	Training opportunities offered to assist with facilitation.
Responsibility Who is responsible for completing or implementing the modifications?	The Director of Esthetics and the Division Chair

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
Building Construction Tech	AAS	60	47.0604	Building Const. Tech, AAS
Building Construction	CERT	24	15.1202	Build Const. Cert., 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		<p>The Building Construction Certification is intended to provide hands-on learning and skills for people who would like a career in the construction industry. The students in this program will be hired for their hands-on construction skills and drafting skills.</p> <p>The Building Construction Technology, AAS degree includes a second year of study that adds skills such as Construction Estimating, Project Management, and Architectural Design.</p> <p>The outcomes are as follows:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability perform appropriate level math in order to perform duties in the construction industry. 2. Demonstrate basic knowledge of materials used in building construction and their method of application. 3. Demonstrate a working knowledge of building construction cost estimating. 4. Draw full sets of working drawings for residential construction. 5. The majority of the students will have gainful employment or employment opportunities. 		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		<p>Course grades and course assessments are utilized on a semester basis to ensure the students are learning the appropriate material. The course outcomes and assessments performed in WEAVE document the success rate of the students per outcome.</p> <p>The other primary assessments are the percent of students who have gainful employment opportunities upon graduation, and employer feedback. 100% of the students who graduate have at least one job offer upon graduation.</p> <p>The employer feedback is a written survey for students who participate in the Supervised Occupational Experience (SOE) course, and the feedback is verbal for those who have graduate.</p>		

	Typically the students who work under the SOE course are offered jobs by the same employer they had the class with once they graduate.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Lab space was a concern the last time, and that situation has been adequately addressed. We now have approximately 3,500sf of designated lab space. Recruiting was not as effective during COVID, but we have worked with the local high schools to improve recruiting activities via supporting the local school initiatives (LIFT) and by presenting at organized events for marketing purposes.
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.	Neal Haarman, Building Construction Technology Instructor/Coordinator. Completed the bulk of the CTE package Lisa Madlem, Director of Assessment and Program Review. Assisted as needed with information to complete the CTE package, as well as, organized the assessment process for courses and programs.
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.	Michael Beavers, Technology Division Chair Person. Focused on deadlines. Lynn Breer, Director of Institutional Research and Reporting. Assisted with Assessments. AKRA Builders, Employer of graduates. Provided feedback on graduates success. Grunloh Construction, Employer. Participates in Advisory Committee meetings.
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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.	Prerequisites have been established for a few courses to ensure certain knowledge and/or skills have been learned prior to enrollment into a more advanced course. A passing grade in the prerequisite is utilized to determine if the students is ready for the more advanced course. An example is that BCT-054 Basic Carpentry I is a prerequisite for BCT-055 Basic Carpentry II. Basic tool operation and safety is taught in BCT-054, so those skills will be further developed in BCT-055.
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.	Strong. Economical Modeling shows an expected growth rate of 21% for Supervisors and 8% for Construction and Building Inspectors. The average increase of construction jobs across several categories is approximately 13% over the next 8 years. Statistics are from Economicalmonitoring.com
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Next 5 years = 13% according to Economic Modeling for the Midwest. Bureau of Labor for Champaign Il area shows in increase of approximately 4% The Previous 5 years showed a growth of 3.7% for the local area.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Illinois Bureau of Labor, annual. Economical Modeling, 5 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?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts. Local employers also encourage potential employees to attend complete the Building Construction Technology program.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Needs are evaluated by the Coordinator of the program who discusses current needs with local employers. The Program Improvement and Enhancement committee makes suggestions based on statistics, and the Vice President of Academic Services makes suggestions.
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.	Discussion with the local employers has led to more hands-on activities, and field trips to jobsites. We have also been working with local schools regarding providing workshops to students at the high school and elementary level to show them the opportunities in the construction industry.

Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
<p>2.11 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • 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 	<p>The Program Improvement and Enhancement (PIE) program performs a full evaluation of actual costs to offer the program. The program cost is approximately \$113,000/ year, which is in-line with other programs.</p> <p>The program is paid for through tuition, lab fees, and Perkins funding.</p> <p>Student to faculty ratio is approximately 10:1</p> <p>Course section fill rates vary, but it has improved in the past 4 years. This trend is expected to continue. In the Fall of 2022 BCT-054 & BCT-045 were full, and seats were added to accommodate students.</p> <p>Enrollment is trending upwards.</p> <p>Credit hours are 15/ semester.</p>
<p>2.12 What are the findings of the cost-effectiveness analysis?</p>	<p>The program is on strong footing. The overall cost is approximately \$113,000/year</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>N/A</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/ program assist students in overcoming</p>	<p>There are not many additional costs to students for this program.</p> <p>Work boots = \$50 Drafting Kit = \$35 Lab fees vary</p> <p>The school offers assistance through financial aid and scholarships. Perkins funds are also utilized for larger program purchases when applicable.</p>

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?	We reuse lab materials when appropriate.
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 tools for the lab 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 and on-line. The students prefer the traditional format for hands-on activities. However, the success rates for both are similar.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Based on the Advisory Committee suggestions, and employer feedback.
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

<p>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.</p>	<p>Yes, the Building Construction Technology program is part of the Architectural and Construction area of study. The program teaches skills that can be utilized in the construction industry immediately upon graduation such as; carpentry, drywall and drafting skills. Dual Credit is also provided for both Computer Aided Drafting and Basic Carpentry I. Career Services helps provide funding for internships and assists with job placement.</p>
<p>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?</p>	<p>We have added substantial hands-on activities, by providing designated lab space and tools for the program.</p>
<p>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?</p>	<p>Currently there is one high school offering dual credit for Basic Carpentry I and Basic Carpentry II. Discussion with other schools is taking place as the area is beginning to focus on the value of the program.</p> <p>Dual Credit for Computer Aided Drafting is offered throughout the district.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Supervised Occupation Experience (SOE) is offered in the summer. The students work for contractors or engineering/architectural firms to gain valuable practical experience.</p> <p>The SOE provides real world learning and the students are often times offered a job after graduation by the same employer they interned with. We are always looking for more participants for this program.</p>
<p>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).</p>	<p>No</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Yes, Leadership in Energy and Environment (LEED), and OSHA 10 HOUR SAFETY</p>

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	SOE, as described in section 3.7.
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?	Eastern Illinois University Construction Management and Southern Illinois University Construction Management
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?	N/A
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Internal committees have been utilized to address this. Recommendations are forthcoming. External partnerships include the Advisory Committee for the Building Construction Technology program.
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?	Staff Development is offered 3 days a year through the college. Additional training could be provided for new software for the program for Construction Estimating.
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?	Good. Most of the equipment has been purchased in the past 5 years, and maintained. New equipment is purchased on a regular basis as needs arise.
3.18 What assessment methods are used to ensure student success?	Student surveys at the end of the semester, employer evaluations, and WEAVE assessments for courses and programs.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	The Coordinator reviews the evaluations, and makes changes as necessary based on the comments. Information is shared through the Technology Division via meetings.
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?)	<p>The students have made it clear that they enjoy the hands-on learning environment the best. Therefore, certain topics that were once taught in the classroom are now taught in a lab setting where the students get more practical application learning.</p> <p>The students have also made it clear that they prefer in person learning instead of on-line. On-line courses are only utilized for lecture only classes when a scheduling conflict arises.</p>
3.21 How satisfied are students with their preparation for employment?	Very. There are plenty of job opportunities, and based on both student feedback and employer feedback the students are well prepared for employment. The data is collected verbally after graduation, and by written assessment while they are students.
How is this student satisfaction information collected?	
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	<p>They provide valuable information regarding current techniques and needs in the industry.</p> <p>We could include a more people on the committee.</p>
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Work based learning and software needs. They also hire our students for internships and give feedback based on student performance.
3.24 How satisfied are employers in the preparation of the program's graduates?	Contractors who have hired our graduates continually call and email looking for more help. They often say send me another one just like the last person because they are satisfied with the graduates performance.
How is employer satisfaction information collected?	
3.25 What are the program's strengths?	Hands-on learning and a high demand.

3.26 What are the identified or potential weaknesses of the program?	Software could be added to the estimating course. The industry is ever changing and it's difficult to keep up with all of the changes to the industry.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The primary changes have been to add more hands-on learning.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
The primary barriers that the BCT program has encountered in the past is retention of students. Program curriculum changes including more hands-on courses in the freshman year have helped to increase student satisfaction and retention.					
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	Building Construction Tech, AAS Building Construction, CERT				
CIP Code	47.0604 15.1202				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	18	15	20	26
Number of Completers	4	2	5	1	6
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 assessments, enrollment numbers, the annual graduation report, and the course persistence report. Economically disadvantaged: 31% Single Parent: 5% 1 st Generation College: 69% Gender Equity: 6.74% female, 93.26% male Ethnicity: 5.62% black, 88.20% white, 6.18% other				

<p>age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	
<p>How does the data support the program goals? Elaborate.</p>	<p>The data shows that the enrollment and retention have improved over the past 3-4 years. Diversity is still somewhat limited, but is largely based upon the lack of diversity in the area.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>There has been an increase in women enrolled in the program as of Fall 2022. Three women were enrolled, compared to only one the previous fall. In the fall 2022 there were 3 black people and the remaining 21 students are white.</p>
<p>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.</p>	<p>Offering scholarships and financial aid to those in need.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The student body is representative in age and race of the district. Women are a minority in the program.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes, The students in the Building Construction Technology programs are representative in age and race of the district. Women are a minority in the program.</p>

Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Enrollment, retention and student satisfaction have all increased in the past 2 years. Minor changes to existing curriculum is needed to maintain the trend, and improve the program further.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to work with local high schools, counselors, and employers to ensure the community is fully aware of the Building Construction Technology program and its benefits to the community. Add estimating/management software to the program to align with local contractor needs.
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?	Racial Equity gaps is an issue that is difficult to address in our school district. According to the Census Bureau data our communities are 94% white.
Resources Needed	Procore software for estimating and management.
Responsibility Who is responsible for completing or implementing the modifications?	Building Construction Technology Coordinator, Technology Division Chair person, and Vice President of Academic Services.

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 Aided Design Technology	Degree	60	15.1302	CRT.CAD,
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Computer-Aided Design (CAD) is a computer graphics based tool that allows drafters, designers and engineers to develop new products faster by automating many complex and tedious design tasks. This program will provide in-depth knowledge and experience in two- and three-dimensional design and drafting. The student will work with state-of-the-art CAD and solid modeling software and hardware. Those earning this degree will be prepared for a career as a CAD designer, mechanical designer, engineering technician or CAD technician, or Architectural drafter. Upon completion, students can also receive industry recognized certificates from Fanuc, OSHA, AutoCAD, and others		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		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 these actions completed?		Program to continue with minor improvements. Degree was streamlined to 60 hours. Additional labs and assessments were added.		

<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Leo Kitten - CIM coordinator / Instructor</p> <p>Michael Beavers - Division Chair.</p> <p>LISA MADLEM, M.A. DIRECTOR OF ASSESSMENT & PROGRAM REVIEW</p> <p>M. Lynn Breer, Ph.D. DIRECTOR OF INSTITUTIONAL RESEARCH</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory council as well as business partners from Stevens Ind, Versatec, IHI advise on the program.</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>No</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>NA - Degree requirement is 60 Hours</p>
<p>Indicator 1: Need</p>	<p align="center">Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>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 186 employees, while there are 109 here.</p>

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>Little or no change</p> <p>Drop less than one percent per onetonline.org and iges.gov</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>EMSI Industry Snapshot Report and ONETonline are for national and state labor market. ONET link: https://www.onetonline.org</p> <p>Reviewed yearly</p>
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	<p>Dual Credit programs at local high schools. By high school shop and dual credit instructors, college visit days,</p> <p>word of mouth from graduates, and college recruiting efforts.</p>
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	<p>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.</p>
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	<p>No</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p>Response</p>
<p>2.13 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> 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.). 	<p>Program Improvement Enhancement (PIE)</p> <p>Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc</p> <p>All programs have similar costs, but may not have labs</p>

<ul style="list-style-type: none"> • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc.</p> <p>-Cost recovery – PIE</p> <p>-Term Report or Annual Enrollment Report</p> <p>-PIE and Persistence Reports</p> <p>-PIE</p> <p>-PIE FT and PT credit hour accumulation</p> <p>-Contact Academic Scheduling Coordinator</p>
<p>2.14 What are the findings of the cost-effectiveness analysis?</p>	<p>Students are effectively hired. Program is doing well in regards to cost recovery.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Not grant funded, though Perkins was used for 3D printer purchase.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>Similar in costs to like programs across the college (e.g., same tuition and fees, number of credit hours, etc.)</p> <p>Perkins, FASFA completion, scholarships as well as emergency funding.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Increase student enrollment through dual credit and online availability. Student lab and testing fees and Perkins funding.</p>

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 feeds 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	Upon graduation, students will have a background, degree, and certification in CAD which qualifies them for employment in several areas of design and manufacturing. Continuous improvement through assessment.

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 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.	AutoCAD and Solid Works Certification.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not yet, we are working on utilizing apprenticeship for fall 2023.

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, 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 new CAD software, FANUC cnc's and robotics. Newer Laser and 3D printer 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	Computer Aided Design Technology				
CIP Code	15.1302				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	21	16	22	20
Number of Completers	16	17	13	15	16
Other (Please identify)					
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Course and Program Assessment, the annual graduation report, and the course persistence report. Tableau software used.</p> <p>In Percentages:</p> <p>Enrollment numbers: 73 full time and 27 part time.</p> <p>Ethnic Groups: 3 other, 94 white.</p> <p>Gender Groups: 85 Male, 15 Female.</p>				
<p>How does the data support the program goals? Elaborate.</p>	Enrollment and completion rates are up. Recruitment continuous.				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	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.CAD program are representative of the age and race of the district. Women still are a minority in the program.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The 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 by doing course assessment twice a year and program assessment yearly.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity	Adding apprenticeship programs. For increased enrollment I am going to push the online apprenticeship programs through in class presentations, multiple Lake Land activities, and offsite at local area high schools. I expect this to excite a diverse group of students, and increase enrollment.

gaps?	
Resources Needed	Marketing, a budget.
Responsibility Who is responsible for completing or implementing the modifications?	The instructor and 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
Computer Aided Design Technology	Degree	30	15.1302	
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Computer-Aided Design (CAD) is a computer graphics based tool that allows drafters, designers and engineers to develop new products faster by automating many complex and tedious design tasks. This program will provide in-depth knowledge and experience in two- and three-dimensional design and drafting. The student will work with state-of-the-art CAD and solid modeling software and hardware. Those earning this degree will be prepared for a career as a CAD designer, mechanical designer, engineering technician or CAD technician, or Architectural drafter. Upon completion, students can also receive industry recognized certificates from Fanuc, OSHA, AutoCAD, and others		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		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 these actions completed?		Program to continue with minor improvements. Degree was streamlined to 60 hours. Additional labs and assessments were added.		

<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</p>	<p>Leo Kitten - CIM coordinator / Instructor</p> <p>Michael Beavers - Division Chair.</p> <p>LISA MADLEM, M.A. DIRECTOR OF ASSESSMENT & PROGRAM REVIEW</p> <p>M. Lynn Breer, Ph.D. DIRECTOR OF INSTITUTIONAL RESEARCH</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Advisory council as well as business partners from Stevens Ind, Versatec, IHI advise on the program.</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>No</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>NA - Degree requirement is 60 Hours</p>
<p>Indicator 1: Need</p>	<p align="center">Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>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 186 employees, while there are 109 here.</p>

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	<p>Little or no change</p> <p>Drop less than one percent per onetonline.org and iges.gov</p>
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	<p>EMSI Industry Snapshot Report and ONETonline are for national and state labor market. ONET link: https://www.onetonline.org</p> <p>Reviewed yearly</p>
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	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 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.	No
Indicator 2: Cost Effectiveness (<i>see ICCB and system resources for cost-effectiveness:</i> https://www.iccb.org/academic_affairs/program-review/)	Response
2.15 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> 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.). 	<p>Program Improvement Enhancement (PIE)</p> <p>Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc</p> <p>All programs have similar costs, but may not have labs</p>

<ul style="list-style-type: none"> • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency 	<p>Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc</p> <p>-Cost recovery – PIE</p> <p>-Term Report or Annual Enrollment Report</p> <p>-PIE and Persistence Reports</p> <p>-PIE</p> <p>-PIE FT and PT credit hour accumulation</p> <p>-Contact Academic Scheduling Coordinator</p>
<p>2.16 What are the findings of the cost-effectiveness analysis?</p>	<p>Students are effectively hired. Program is doing well in regards to cost recovery.</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Not grant funded, though Perkins was used for 3D printer purchase.</p>
<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>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)</p>	<p>Similar in costs to like programs across the college (e.g., same tuition and fees, number of credit hours, etc.)</p> <p>Perkins, FASFA completion, scholarships as well as emergency funding.</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>Increase student enrollment through dual credit and online availability. Student lab and testing fees and Perkins funding.</p>

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 feeds 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	Upon graduation, students will have a background and certification in CAD which qualifies them for employment in several areas of design and manufacturing. Continuous improvement through assessment. This program supports dual credit at most area high schools, adult education and training. Career services supports this program with full time employment and internships. The college plans to improve this program significantly with apprenticeship programs next year.

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 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.	AutoCAD and Solid Works Certification.
3.10 Are there apprenticeship opportunities available through this	Not yet, we are working on utilizing apprenticeship for fall 2023.

program? If so, please 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.	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, 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 as well as multiple programs during staff development days during the school 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. 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. These results are shared with other instructors as well.
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?	Based upon the last advisory committee meeting and employer feedback, highly satisfied.

How is employer satisfaction information collected?	A questionnaire is done by the advisory committee				
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 new CAD software, FANUC cnc's and robotics. Newer Laser and 3D printer 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	Computer Aided Design Technology				
CIP Code	15.1302				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	1	1	2	4
Number of Completers	4	1	1	2	3
Other (Please identify)					

<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Course and Program Assessment, the annual graduation report, and the course persistence report. Tableau software used.</p> <p>In Percentages: Enrollment numbers: 73 full time and 27 part time.</p> <p>Ethnic Groups: 3 other, 94 white.</p> <p>Gender Groups: 85 Male, 15 Female.</p>
<p>How does the data support the program goals? Elaborate.</p>	<p>Enrollment and completion rates are up. Recruitment continuous.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>No</p>
<p>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.</p>	<p>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.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The student body is representative in age and race of the district. Women still are a true minority in the program.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Yes. The students in the CRT.CAD program are representative of the age and race of the district. Women still are a minority in the program.</p>

Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The 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, a budget.
Responsibility Who is responsible for completing or implementing the modifications?	The instructor and 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
Civil Engineering Technology	AAS	60	15.0201	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The program prepares students with skills necessary for employment. Emphasis is place on such tasks as surveying, material testing, drafting, construction inspection, and construction reports and etc. associated with Civil Engineering.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The program is continually placing students in a gainfully employment with Contractors, Engineering Consultants, and Illinois Department of Transportation. Along with consistent course and program assessment is done.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Continue with Minor Improvements		
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 (Technology Division Chair), Lisa Madlem (Director of Assessment & Program Review), Lynn Breer (Director of Institutional Research and Reporting), and Lisa Cole (Director of Data Analytics)		

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Joshua Fulk (Civil Engineering Technology Instructor/Coordinator)</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no General Education Pre requisitise. However, students take placement scores for Reading, English, and Math per college policy but there are no minimums to enter the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The program requires a great deal of applied science background in Civil Engineering to meet industry requirements and recommendations.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2021 there was 163 openings it the labor market that encompasses our community college district covering the following Counties: Christian, Clark, Clay, Coles, Crawford, Cumberland, Douglas, Edger, Effingham, Fayette, Jasper, Montgomery, Moultrie, and Shelby (Source: Lightcast)</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand has continued to increase as the work force begins to get older for our region and retire.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>We do a program review once a year looking at data from Lightcast.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Students are recruited from High Schools during High School classroom visits. We also recruit from retraining programs such as dislocated workers.</p>

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Yearly, program is reviewed in advisory committees to ensure material delivered within the program is relevant to the field of study. Reviews are also done annually through Program Improvement Enhancement (PIE) team.
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 college continues to recruit in various manners and look for diverse employment opportunities in all aspects of construction.
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: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> - The Civil Engineering Program sees an annual budget of approximately \$80,000 which is shared with two other programs. - Due to a strategically based schedule plan students complete to Associates successfully within 2 years if starting for their first semester during the fall semester. - Tuition and Fees, course fees, uniforms, tools, equipment, license for software programs, electronic books, workbooks, etc. Drafting kit \$25 and lab book \$75 Field book \$5
2.18 What are the findings of the cost-effectiveness analysis?	<ul style="list-style-type: none"> - It is very cost effective as the instructor is able to teach in other areas of the campus that tangent the Civil Engineering program such as Ag GIS classes.

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)	The institution performs a cost assessment within our yearly Program evaluation which takes into consideration course cost based on instructor and course fill. Perkins grants can help students as needed with financial barriers as needed.
2.5 How will the college increase the cost- effectiveness of this program?	I am continually looking to cut cost to remove the obsolete of cost through using class material at no cost. Example Worksheet source: https://idot.illinois.gov/home/resources/Forms-Folder/m)
2.6 Did the review of program cost result in any actions or modifications? Please explain.	None
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?	Mostly in person however with the ever growing need for flexibility the Program has been using Hyflex/Hybrid technology to record lectures during classes for alternative deliveries. All methods have been successful as it allows students to easily access the class at their own pace and review past lecture material that was recorded.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	We continually talk with our advisory committee to keep equipment and course material up to date.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	Yes, The program continually stays up-to-date with technology and delivery within course material.

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	
<p>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.</p>	<p>Yes, the program incorporates classes into the offered through Dual credit. The Class being CAD-056 CAD 1 (AutoCAD). Where we can improve is making a better contact with the Adult Ed contacts to provide brochures for them to distribute to potential students.</p>
<p>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?</p>	<p>Delivery of course material in the Hyflex delivery. Where Live classes are recorded and offered live online for an alternative delivery of the class.</p>
<p>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?</p>	<p>The offering of General Education courses such as Speech, Writing for Industry, Drafting, and CAD1 help students complete the program in a quicker rate with a lighter course load while on campus. Dual credit is not necessarily a requirement but is seen as a head start within the program and added success to completion of the program.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are offered the opportunity to complete a supervised occupational experience between the 1st and 2nd year of course work with a 3 month or 15 month paid internship.</p> <p>These opportunities help students with hands on experience and learn as they earn. Which benefits students financially while going to school. We can improve these opportunities by ensuring a diverse amounts of opportunities are available in all areas of our district.</p>

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 Industry accreditation is required
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	We offer Illinois Department of Transportation Quality Control and Quality Assurance training within courses for Aggregate and Hot Mix Asphalt testing.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, through our Supervised Occupational Experiences (Internships). We provide students the opportunity to work in all areas within our program with in industry in surveying, material testing, construction inspection, and drafting.
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.	IDOT Aggregate 3 day technician QC/QA Tester (Fall 2022, 100% pass rate) IDOT Hot Mix Asphalt QC/QA Tester Level 1 (Spring 2022, 100% pass rate) IDOT Hot Mix Asphalt QC/QA Level 2 (not required in course work, 100% of the students passed who took it)
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?	Illinois Asphalt Pavement Association (IAPA) has partnered with our program to help students advance their education within asphalt by offering at Minimum 2 scholarships for \$2000. The students must complete an interview process with IAPA members who are also Quality Control and Asphalt plant managers in the area and then complete Quality Control Quality Assurance Level 2 IDOT Asphalt certification to receive the scholarship. Fall 2023 we will be going to 2 day a week schedule and intend on building partnerships with companies for students to work the 3 days that they are not in class to gain on the job experience.
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?	Training on programs to help the delivery of the course as a Hyflex format and training on Canvas for online delivery.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Yearly training offered through Human Resources and complete Women in Trades, Technology and Science training.
3.17 What is the status of the current technology and equipment used for this program?	The equipment is up to date and continually update equipment as needed within the program/
3.18 What assessment methods are used to ensure student success?	We continually look at students percent hire rate, success at 4 year universities, course assessment, and program assessment. Hire rates and 4 year University success is tracked personally through Alumni of the program as personal contacts and through LinkedIn with former students.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are shared though conversation with fellow instructors in Division Meetings.
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?)	I have used it to remove courses that are no longer being of use to students such as Strength and Materials as there are software and Cad programs that will do these calculations and trial by error for you without the need for calculations.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are very satisfied as nearly all students are hired who choose to enter the workforce prior to graduation day. I collect this data through an exit questionnaire during one of the student's last classes and final exams.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They continually attend meetings and stay in contact through emails and in person communications.

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are continually engaged in hiring interns for on the job learning, assist in course tours/field trip through work area, and provide equipment for program use.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are very satisfied as they continually retain students for a long duration once hired. I collect this data through email and in person conversations.
3.25 What are the program's strengths?	The program is strong in the capability to be so diverse in the construction field that it allows a student many avenues for career paths and makes them a better resource within every office or project that they are a part of.
3.26 What are the identified or potential weaknesses of the program?	A weakness would be slow roll out of diverse deliveries of material to none traditional student delivery due to the lack of Faculty to help with additional course load to provide those efforts.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Program Review resulted in recruiting off campus at high schools and events such as the Effingham Regional Career Academy when it relates to construction or trades.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
Incoming Freshman numbers are currently low but the current outlook for the Fall 2023 incoming Freshman are up at this time. This could be due to the past years of unknown class delivery due to covid restricts and the unsurely unknown of what classes would look like in coming years. As we continue to get back to normal with more in person student recruitment opportunities. The hope is that the unknown of course delivery will be settled for those that fear online learning.	

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	Civil Engineering Technology				
CIP Code	15.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	19	16	15	16
Number of Completers	6	8	7	3	15
Other (Please identify)					
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Degrees fluctuate year to year as this is 1 of 3 Civil Engineering Technology Programs on campus. So there is options for students to complete outside of this option.</p> <p>Ethnicity: 95% White 3% Black 2% Other</p> <p>Gender: 91% Male 9% Female</p> <p>Full Time/Part-Time: 74% Full-Time 26% Part-Time</p> <p>First Generation Students: 68% First Generation 32% Other</p> <p>Age: 82% Under 24 yrs old or under 18% 25 and Older</p> <p>Economical Disadvantaged/PELL Eligible: 40% Yes 60% No</p>				
How does the data support the program goals? Elaborate.	It supports the constant progress to keep the program up-to-date and prepare students for the workforce as an Engineer Technician.				

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The student body is representative in age and race of the district. Women are still a true minority in the program but their numbers are staying fairly consistent year to year.
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.	The student body is representative in age and race of the district. Women are still a true minority in the program but their numbers are staying fairly consistent year to year.
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the Civil Engineering Technology Program are representative of the age and race of the district. Women are still rather lowly represented but stay consistent year to year.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is successful and has many connections within the industry of construction through IDOT and private contractors. We will continue our efforts in increasing enrollment and overcoming non-traditional student boundaries.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts and search for diverse opportunities for those with unique employment needs in an as needed bases.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program Objectives continually are being met

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Adequate minimum course size needs
Resources Needed	More funds for better recruitment in a advertising role through social media and etc.
Responsibility Who is responsible for completing or implementing the modifications?	Instructors, Program Coordinator, and Division Chair of Technology who each have a stake within the 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
CET/Advanced Technical Studies	AAS	65	15.0201	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The program prepares students with skills necessary for employment. Emphasis is place on such tasks as surveying, material testing, drafting, construction inspection, and construction reports and etc. associated with Civil Engineering. This program allows graduates to continue their education at a 4-yr university such as SIU/Carbondale or EIU in Construction 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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The program is continually placing students in a gainfully employment with Contractors, Engineering Consultants, and Illinois Department of Transportation. Along with consistent course and program assessment is done.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Continue with Minor Improvements		
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 (Technology Division Chair), Lisa Madlem (Director of Assessment & Program Review), Lynn Breer (Director of Institutional Research and Reporting), and Lisa Cole (Director of Data Analytics)		

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Joshua Fulk (Civil Engineering Technology Instructor/Coordinator)</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no General Education Pre requisitise. However, students take placement scores for Reading, English, and Math per college policy but there are no minimums to enter the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The program requires a great deal of applied science background in Civil Engineering to meet industry requirements and recommendations.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2021 there was 163 openings it the labor market that encompasses our community college district covering the following Counties: Christian, Clark, Clay, Coles, Crawford, Cumberland, Douglas, Edger, Effingham, Fayette, Jasper, Montgomery, Moultrie, and Shelby (Source: Lightcast)</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand has continued to increase as the work force begins to get older for our region and retire.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>We do a program review once a year looking at data from Lightcast.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Students are recruited from High Schools during High School classroom visits. We also recruit from retraining programs such as dislocated workers.</p>

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Yearly, program is reviewed in advisory committees to ensure material delivered within the program is relevant to the field of study. Reviews are also done annually through Program Improvement Enhancement (PIE) team.
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 college continues to recruit in various manners and look for diverse employment opportunities in all aspects of construction.
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: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> - The Civil Engineering Program sees an annual budget of approximately \$80,000 which is shared with two other programs. - Due to a strategically based schedule plan students complete to Associates successfully within 2 years if starting for their first semester during the fall semester. - Tuition and Fees, course fees, uniforms, tools, equipment, license for software programs, electronic books, workbooks, etc. Drafting kit \$25 and lab book \$75 Field book \$5
2.20 What are the findings of the cost-effectiveness analysis?	<ul style="list-style-type: none"> - It is very cost effective as the instructor is able to teach in other areas of the campus that tangent the Civil Engineering program such as Ag GIS classes.

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)	The institution performs a cost assessment within our yearly Program evaluation which takes into consideration course cost based on instructor and course fill. Perkins grants can help students as needed with financial barriers as needed.
2.5 How will the college increase the cost- effectiveness of this program?	I am continually looking to cut cost to remove the obsolete of cost through using class material at no cost. Example Worksheet source: https://idot.illinois.gov/home/resources/Forms-Folder/m)
2.6 Did the review of program cost result in any actions or modifications? Please explain.	None
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?	Mostly in person however with the ever growing need for flexibility the Program has been using Hyflex/Hybrid technology to record lectures during classes for alternative deliveries. All methods have been successful as it allows students to easily access the class at their own pace and review past lecture material that was recorded.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	We continually talk with our advisory committee to keep equipment and course material up to date.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	Yes, The program continually stays up-to-date with technology and delivery within course material.

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	
<p>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.</p>	<p>Yes, the program incorporates classes into the offered through Dual credit. The Class being CAD-056 CAD 1 (AutoCAD). Where we can improve is making a better contact with the Adult Ed contacts to provide brochures for them to distribute to potential students.</p>
<p>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?</p>	<p>Delivery of course material in the Hyflex delivery. Where Live classes are recorded and offered live online for an alternative delivery of the class.</p>
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<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are offered the opportunity to complete a supervised occupational experience between the 1st and 2nd year of course work with a 3 month or 15 month paid internship.</p> <p>These opportunities help students with hands on experience and learn as they earn. Which benefits students financially while going to school. We can improve these opportunities by ensuring a diverse amounts of opportunities are available in all areas of our district.</p>

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 Industry accreditation is required
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	We offer Illinois Department of Transportation Quality Control and Quality Assurance training within courses for Aggregate and Hot Mix Asphalt testing.
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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.	IDOT Aggregate 3 day technician QC/QA Tester (Fall 2022, 100% pass rate) IDOT Hot Mix Asphalt QC/QA Tester Level 1 (Spring 2022, 100% pass rate) IDOT Hot Mix Asphalt QC/QA Level 2 (not required in course work, 100% of the students passed who took it)
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?	Illinois Asphalt Pavement Association (IAPA) has partnered with our program to help students advance their education within asphalt by offering at Minimum 2 scholarships for \$2000. The students must complete an interview process with IAPA members who are also Quality Control and Asphalt plant managers in the area and then complete Quality Control Quality Assurance Level 2 IDOT Asphalt certification to receive the scholarship. Fall 2023 we will be going to 2 day a week schedule and intend on building partnerships with companies for students to work the 3 days that they are not in class to gain on the job experience.
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?	Training on programs to help the delivery of the course as a Hyflex format and training on Canvas for online delivery.
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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?)	I have used it to remove courses that are no longer being of use to students such as Strength and Materials as there are software and Cad programs that will do these calculations and trial by error for you without the need for calculations.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are very satisfied as nearly all students are hired who choose to enter the workforce prior to graduation day. I collect this data through an exit questionnaire during one of the student's last classes and final exams.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They continually attend meetings and stay in contact through emails and in person communications.

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are continually engaged in hiring interns for on the job learning, assist in course tours/field trip through work area, and provide equipment for program use.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are very satisfied as they continually retain students for a long duration once hired. I collect this data through email and in person conversations.
3.25 What are the program's strengths?	The program is strong in the capability to be so diverse in the construction field that it allows a student many avenues for career paths and makes them a better resource within every office or project that they are a part of.
3.26 What are the identified or potential weaknesses of the program?	A weakness would be slow roll out of diverse deliveries of material to none traditional student delivery due to the lack of Faculty to help with additional course load to provide those efforts.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Program Review resulted in recruiting off campus at high schools and events such as the Effingham Regional Career Academy when it relates to construction or trades.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
Incoming Freshman numbers are currently low but the current outlook for the Fall 2023 incoming Freshman are up at this time. This could be due to the past years of unknown class delivery due to covid restricts and the unsurely unknown of what classes would look like in coming years. As we continue to get back to normal with more in person student recruitment opportunities. The hope is that the unknown of course delivery will be settled for those that fear online learning.	

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	CET/Advanced Technical Studies				
CIP Code	15.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	0	2	0	3
Number of Completers	2	3	0	0	1
Other (Please identify)					
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Degrees fluctuate year to year as this is 1 of 3 Civil Engineering Technology Programs on campus. So there is options for students to complete outside of this option.</p> <p>Ethnicity: 95% White 3% Black 2% Other</p> <p>Gender: 91% Male 9% Female</p> <p>Full Time/Part-Time: 74% Full-Time 26% Part-Time</p> <p>First Generation Students: 68% First Generation 32% Other</p> <p>Age: 82% Under 24 yrs old or under 18% 25 and Older</p> <p>Economical Disadvantaged/PELL Eligible: 40% Yes 60% No</p>				
How does the data support the program goals? Elaborate.	It supports the constant progress to keep the program up-to-date and prepare students for the workforce as an Engineer Technician.				

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The student body is representative in age and race of the district. Women are still a true minority in the program but their numbers are staying fairly consistent year to year.
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.	The student body is representative in age and race of the district. Women are still a true minority in the program but their numbers are staying fairly consistent year to year.
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the Civil Engineering Technology Program are representative of the age and race of the district. Women are still rather lowly represented but stay consistent year to year.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is successful and has many connections within the industry of construction through IDOT and private contractors. We will continue our efforts in increasing enrollment and overcoming non-traditional student boundaries.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts and search for diverse opportunities for those with unique employment needs in an as needed bases.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program Objectives continually are being met

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Adequate minimum course size needs
Resources Needed	More funds for better recruitment in a advertising role through social media and etc.
Responsibility Who is responsible for completing or implementing the modifications?	Instructors, Program Coordinator, and Division Chair of Technology who each have a stake within the 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
Civil Engineering Technology- Coop	AAS	80	15.0201	None
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The program prepares students with skills necessary for employment. Emphasis is place on such tasks as surveying, material testing, drafting, construction inspection, and construction reports and etc. associated with Civil Engineering. This program is also a 3 year program do to it having a cooperative study which extends the program 15 months to include on the job experience and earn a salary during this experience.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The program is very successful due to the cooperative work experience gained it helps in placing students in a gainfully employment with Contractors, Engineering Consultants, and Illinois Department of Transportation. Along with consistent course and program assessment is done.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Continue with Minor Improvements		
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 (Technology Division Chair), Lisa Madlem (Director of Assessment & Program Review), Lynn Breer (Director of Institutional Research and Reporting), and Lisa Cole (Director of Data Analytics)		

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Joshua Fulk (Civil Engineering Technology Instructor/Coordinator)</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>There are no General Education Pre requisite. However, students take placement scores for Reading, English, and Math per college policy but there are no minimums to enter the program.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The program requires a great deal of applied science background in Civil Engineering to meet industry requirements and recommendations.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>In 2021 there was 163 openings in the labor market that encompasses our community college district covering the following Counties: Christian, Clark, Clay, Coles, Crawford, Cumberland, Douglas, Edger, Effingham, Fayette, Jasper, Montgomery, Moultrie, and Shelby (Source: Lightcast)</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The demand has continued to increase as the work force begins to get older for our region and retire.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>We do a program review once a year looking at data from Lightcast.</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Students are recruited from High Schools during High School classroom visits. We also recruit from retraining programs such as dislocated workers.</p>

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Yearly, program is reviewed in advisory committees to ensure material delivered within the program is relevant to the field of study. Reviews are also done annually through Program Improvement Enhancement (PIE) team.
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 college continues to recruit in various manners and look for diverse employment opportunities in all aspects of construction.
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: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The Civil Engineering Program sees an annual budget of approximately \$80,000 which is shared with two other programs. Due to a strategically based schedule plan students complete to Associates successfully within 2 years if starting for their first semester during the fall semester. Tuition and Fees, course fees, uniforms, tools, equipment, license for software programs, electronic books, workbooks, etc. Drafting kit \$25 and lab book \$75 Field book \$5
2.22 What are the findings of the cost-effectiveness analysis?	<ul style="list-style-type: none"> It is very cost effective as the instructor is able to teach in other areas of the campus that tangent the Civil Engineering program such as Ag GIS classes.

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)	The institution performs a cost assessment within our yearly Program evaluation which takes into consideration course cost based on instructor and course fill. Perkins grants can help students as needed with financial barriers as needed.
2.5 How will the college increase the cost- effectiveness of this program?	I am continually looking to cut cost to remove the obsolete of cost through using class material at no cost. Example Worksheet source: https://idot.illinois.gov/home/resources/Forms-Folder/m)
2.6 Did the review of program cost result in any actions or modifications? Please explain.	None
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?	Mostly in person however with the ever growing need for flexibility the Program has been using Hyflex/Hybrid technology to record lectures during classes for alternative deliveries. All methods have been successful as it allows students to easily access the class at their own pace and review past lecture material that was recorded.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	We continually talk with our advisory committee to keep equipment and course material up to date.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	Yes, The program continually stays up-to-date with technology and delivery within course material.

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	
<p>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.</p>	<p>Yes, the program incorporates classes into the offered through Dual credit. The Class being CAD-056 CAD 1 (AutoCAD). Where we can improve is making a better contact with the Adult Ed contacts to provide brochures for them to distribute to potential students.</p>
<p>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?</p>	<p>Delivery of course material in the Hyflex delivery. Where Live classes are recorded and offered live online for an alternative delivery of the class.</p>
<p>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?</p>	<p>The offering of General Education courses such as Speech, Writing for Industry, Drafting, and CAD1 help students complete the program in a quicker rate with a lighter course load while on campus. Dual credit is not necessarily a requirement but is seen as a head start within the program and added success to completion of the program.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are offered the opportunity to complete a supervised occupational experience between the 1st and 2nd year of course work with a 3 month or 15 month paid internship.</p> <p>These opportunities help students with hands on experience and learn as they earn. Which benefits students financially while going to school. We can improve these opportunities by ensuring a diverse amounts of opportunities are available in all areas of our district.</p>

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 Industry accreditation is required
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	We offer Illinois Department of Transportation Quality Control and Quality Assurance training within courses for Aggregate and Hot Mix Asphalt testing.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, through our Supervised Occupational Experiences (Internships). We provide students the opportunity to work in all areas within our program with in industry in surveying, material testing, construction inspection, and drafting.
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.	IDOT Aggregate 3 day technician QC/QA Tester (Fall 2022, 100% pass rate) IDOT Hot Mix Asphalt QC/QA Tester Level 1 (Spring 2022, 100% pass rate) IDOT Hot Mix Asphalt QC/QA Level 2 (not required in course work, 100% of the students passed who took it)
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?	Illinois Asphalt Pavement Association (IAPA) has partnered with our program to help students advance their education within asphalt by offering at Minimum 2 scholarships for \$2000. The students must complete an interview process with IAPA members who are also Quality Control and Asphalt plant managers in the area and then complete Quality Control Quality Assurance Level 2 IDOT Asphalt certification to receive the scholarship. Fall 2023 we will be going to 2 day a week schedule and intend on building partnerships with companies for students to work the 3 days that they are not in class to gain on the job experience.
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?	Training on programs to help the delivery of the course as a Hyflex format and training on Canvas for online delivery.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Yearly training offered through Human Resources and complete Women in Trades, Technology and Science training.
3.17 What is the status of the current technology and equipment used for this program?	The equipment is up to date and continually update equipment as needed within the program/
3.18 What assessment methods are used to ensure student success?	We continually look at students percent hire rate, success at 4 year universities, course assessment, and program assessment. Hire rates and 4 year University success is tracked personally through Alumni of the program as personal contacts and through LinkedIn with former students.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	These results are shared though conversation with fellow instructors in Division Meetings.
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?)	I have used it to remove courses that are no longer being of use to students such as Strength and Materials as there are software and Cad programs that will do these calculations and trial by error for you without the need for calculations.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are very satisfied as nearly all students are hired who choose to enter the workforce prior to graduation day. I collect this data through an exit questionnaire during one of the student's last classes and final exams.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	They continually attend meetings and stay in contact through emails and in person communications.

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are continually engaged in hiring interns for on the job learning, assist in course tours/field trip through work area, and provide equipment for program use.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are very satisfied as they continually retain students for a long duration once hired. I collect this data through email and in person conversations.
3.25 What are the program's strengths?	The program is strong in the capability to be so diverse in the construction field that it allows a student many avenues for career paths and makes them a better resource within every office or project that they are a part of.
3.26 What are the identified or potential weaknesses of the program?	A weakness would be slow roll out of diverse deliveries of material to none traditional student delivery due to the lack of Faculty to help with additional course load to provide those efforts.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Program Review resulted in recruiting off campus at high schools and events such as the Effingham Regional Career Academy when it relates to construction or trades.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
Incoming Freshman numbers are currently low but the current outlook for the Fall 2023 incoming Freshman are up at this time. This could be due to the past years of unknown class delivery due to Covid restricts and the unsurely unknown of what classes would look like in coming years. As we continue to get back to normal with more in person student recruitment opportunities. The hope is that the unknown of course delivery will be settled for those that fear online learning.	

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	Civil Engineering Technology-COOP				
CIP Code	15.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	10	9	9	7
Number of Completers	4	1	3	2	2
Other (Please identify)					
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Degrees fluctuate year to year as this is 1 of 3 Civil Engineering Technology Programs on campus. So there is options for students to complete outside of this option.</p> <p>Ethnicity: 95% White 3% Black 2% Other</p> <p>Gender: 91% Male 9% Female</p> <p>Full Time/Part-Time: 74% Full-Time 26% Part-Time</p> <p>First Generation Students: 68% First Generation 32% Other</p> <p>Age: 82% Under 24 yrs old or under 18% 25 and Older</p> <p>Economical Disadvantaged/PELL Eligible: 40% Yes 60% No</p>				
How does the data support the program goals? Elaborate.	It supports the constant progress to keep the program up-to-date and prepare students for the workforce as an Engineer Technician.				

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The student body is representative in age and race of the district. Women are still a true minority in the program but their numbers are staying fairly consistent year to year.
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.	The student body is representative in age and race of the district. Women are still a true minority in the program but their numbers are staying fairly consistent year to year.
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the Civil Engineering Technology Program are representative of the age and race of the district. Women are still rather lowly represented but stay consistent year to year.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program is successful and has many connections within the industry of construction through IDOT and private contractors. We will continue our efforts in increasing enrollment and overcoming non-traditional student boundaries.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue recruitment efforts and search for diverse opportunities for those with unique employment needs in an as needed bases.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program Objectives continually are being met

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Adequate minimum course size needs
Resources Needed	More funds for better recruitment in a advertising role through social media and etc.
Responsibility Who is responsible for completing or implementing the modifications?	Instructors, Program Coordinator, and Division Chair of Technology who each have a stake within the program.

CAREER AND TECHNICAL EDUCATION – DEPARTMENT OF CORRECTIONS

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2018-2022		
Program Identification Information				
	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Cosmetology	Cert	43	12.0401	
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program prepares students for positions in the cosmetology industry. Emphasis is placed on technical skills to work in the service 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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		This program teaches practical skills and industry standards for the cosmetology industry. Course assessments are being utilized to confirm students are reaching learning targets. These assessments mirror those utilized on campus in the same courses. Data is collected each semester and reviewed.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		As the only Cosmetology program for college credit in the Department of Corrections, the program follows updates made to on campus program.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Jennifer Billingsley, Dean of correctional Programs, completed program review documentation and coordinates the information provided by the cosmetology instructor and associate dean at the Dixon Correctional Center. OAEVS Vocational Coordinator Duwayne Owens determines programming within IDOC.		

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator Duwayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>As a program with in the Illinois Department of Corrections students must have a GED/HSE or High School Diploma. All students must have an 8.0 or above average TABE score.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The DOC program’s curriculum mirrors program and rationale offered on campus.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As a program offered to students returning to all areas, the Statewide cosmetology industry is in high demand, there is a projected incline of growth in the next 10 year.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The IDES projects a 1.5% growth increase statewide between 2020-2030 in the cosmetology industry.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>IDES employment projections</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are incarcerated individuals from the Department of Corrections.</p>

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The DOC program's curriculum mirrors program and changes offered on campus. Instructor annually visits campus program and maintains contact.
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 DOC program's curriculum follows campus programming.
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: <ul style="list-style-type: none"> • 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 	<p>The annual cost of the program is \$78,000.00 for 1 site</p> <p>Program costs are consistent with the average cost of other correctional vocational programs.</p> <p>The program is funded through the Department of Corrections and ICCB credit hour grant.</p> <p>For security purposes, student/faculty ratio is limited to 15:1.</p> <p>The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.</p>
2.24 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.

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.	Program offerings and funding are determined by the Department of Corrections.
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)	Not applicable. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	Not applicable. There are no costs to incarcerated students.
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?	Open-entry, open-exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	The program follows campus programming.

<p>If yes, describe any strengths or challenge to program of study implementation.</p>	
<p>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.</p>	<p>Yes, it aligns with Adult education, Dual Credit program and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release. This certificate allows students the opportunity to improve income and employment opportunities.</p>
<p>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?</p>	<p>This program is offered to the disadvantaged populations within the Department of Corrections.</p>
<p>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?</p>	<p>Not applicable.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students receive lab experience serving individuals in custody under the direction of an instructor.</p>

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).	The program is a licensed cosmetology school following Illinois requirements.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Students are able to take the State licensure exam while incarcerated. They must complete appeal process through IDFPR
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.	Incarcerated students are able to take the cosmetology exam. Two of two students passed the exam during 2022. The program was closed for a period due to instructor vacancy followed by pandemic restrictions. The recent success reflects efforts of new instructor and fewer disruptions due to COVID quarantine protocols.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The DOC program follows campus program 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?	No
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Not applicable.
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?	Annual In-Service is provided to share best practices and curriculum development ideas.

	Industry visits (staff) and discussions will help enhance classrooms.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Good. New computers were introduced.
3.18 What assessment methods are used to ensure student success?	Course outcomes and measure for each class, the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8 week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices adopted to improve outcomes.
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?)	All course assessment targets continue to be met in program.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are satisfied with their participation. Students complete an exit interview upon completion.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Students are satisfied with their participation. Upon completion of the program the students complete an exit interview.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-	Not available.

based learning opportunities)	
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Not available. Lake Land College is not permitted to collect information on incarcerated students after release.
3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities. The program provides a facsimile of a warehouse and students attend class 6 hours daily to reflect workplace requirements.
3.26 What are the identified or potential weaknesses of the program?	Incarcerated students have no access or first hand experience with employers and warehouses.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Program will continue to reflect changes to campus program.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
Lake Land College's extensive experience in IDOC ensures that students and programs do not have issues in terms of enrollment or implementations.	

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	Cosmetology				
CIP Code	12.0401				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	27	24	6	14
Number of Completers	0	0	4	0	2
Other (Please identify)					
<p>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.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>With the implementation of data analytics, Lake Land College uses an analytic software called Tableau. This software provides us with the ability to see gender breakdowns as well as age and race distribution</p> <p>Gender: 100% male</p> <p>Age Distribution: 17-23 2.3% 14-29 18.2% 30-39 36.6% 40-49 30.0% 50-59 9.4% Over 60 3.5%</p> <p>Race Distribution: Asian 0.5% American Indian/Alaskan Native 1.0% Black 35.0% Hispanic 13.0% White 46.2% Two or more Races 1.5% Unknown 15.8%</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)?</p>	<p>There were periods when there were instructor vacancies. Also COVID restrictions were in place, causing disruptions to attendance preventing students from completing program.</p>				

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.	With IDOC permission Lake Land College continues to fill vacant instructor positions statewide to ensure more students are served.
Are the students served in this program representative of the total student population? Please explain.	Yes, Program participants reflect the demographic information of correctional students at Lake Land College.
Are the students served in this program representative of the district population? Please explain.	Students served reflect the statewide correctional population.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Cosmetology program will continue with curriculum updates reflecting campus curriculum to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Not applicable.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs.

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
Culinary Arts I Culinary Art II	Cert	30.0	12.0503	Culinary Arts I Culinary Arts II
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential 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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program prepares students for entry-level positions in the culinary industry. Emphasis is placed on industry standards as well as technical skills in cooking and baking.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		This program is teaching skills needed for the culinary industry. Based on course assessments conducted by instructors and reported into Weave system, objectives are being achieved.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The program was updated in 2015, but COVID 19 has delayed additional program reviews as staff focused on pandemic protocols and maintaining programming levels.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Jennifer Billingsley, Dean of Correctional Program, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVS Vocational Coordinator Duwayne Owens determines programming for IDOC.		

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator Duwayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>As a program within the Department of Corrections students must have a GED/HSE/ or High School Diploma. All students must have an 8.0 or above average TABE score.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Not applicable.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>As a program serving students who will be released to all areas, there is projected increase in employment opportunities statewide in the culinary industry over the next 10 years.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>IDES projects a 2.9% growth incline between 2020-2030.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>IDES employment projections.</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are individuals incarcerated within the Department of Corrections.</p>

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving program based on graduation or voluntarily quitting complete an exit interview. These responses identify areas to improve the program.
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 review of the program confirmed student are achieving program objectives. Students are satisfied with their experiences in the classroom.
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: <ul style="list-style-type: none"> • 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 	<p>The annual cost of the program is \$78,000.00 for 1 site. This includes salary and commodities.</p> <p>Program costs are consistent with the average cost of other correctional vocational programs.</p> <p>The program is funded through the Department of Corrections and ICCB credit hour grant. Credit hour generation declined dramatically during COVID 19 restrictions.</p> <p>For security purposes, student/faculty ratio is limited to 15:1.</p> <p>The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.</p>
2.26 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.

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.	Program offerings and funding are determined by the Department of Corrections.
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)	Not applicable. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	The program continues to make progress in terms of enrollment and credit hour generation after declines caused by COVID 19. Classrooms across the State continue to find ways to spend commodity monies wisely by reducing spent materials through portion control and by promoting students to work as a cohort on lab projects and thereby enhance their team building and communication skills that breakdown over time in a correctional environment. The classrooms also utilize produce from horticulture programs to supplement student projects.
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?	Open-entry, Open exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.

<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>No. The program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.</p>
<p>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.</p>	<p>Yes, it aligns with Adult Education, Dual Credit program and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release. These are stackable certificates that allow students different entry and exit points to improve income and employment opportunities.</p>
<p>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?</p>	<p>This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.</p>
<p>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?</p>	<p>The culinary program within Illinois Youth Center in Harrisburg provides an opportunity for dual credit with students enrolled in School District 428. Students enrolled in culinary program may continue their enrollment through the certificate program. They are not limited to individual courses. High school graduates automatically are enrolled as full-time college students. There have been 10 dual credit students.</p>

<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students receive lab experience under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.</p>
<p>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).</p>	<p>Not applicable.</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students have the opportunity to take the Servsafe Food Manager exam to become licensed to work within the industry.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>No available.</p>
<p>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.</p>	<p>Students take the Servsafe Food Manager exam. Record keeping of testing has been maintained locally and with staff turnover numbers are not available at all sites and only completers available at those with data. Better record keeping will be a focus.</p> <p>2018 13 passed 2019 23 passed 2020 10 passed 2021 9 passed 2022 13 passed</p>
<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>This curriculum is shared by other colleges serving IDOC population.</p>
<p>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?</p>	<p>Not available.</p>

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Not applicable
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?	Annual In-Service is provided to share best practices and curriculum development ideas.
What additional professional development is needed?	Servsafe training to ensure testing and record keeping is consistent.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Adequate. Computers are being introduced in FY 24
3.18 What assessment methods are used to ensure student success?	Course outcomes and measure were developed by the instructors and the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8 week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices adopted to improve outcomes.
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?)	All course assessment targets continue to be met in program.
3.21 How satisfied are students with their preparation for employment?	Students are satisfied with their participation. Students complete an exit interview upon completion.
How is this student satisfaction information collected?	

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Not available
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Not available. Lake Land College is not permitted to collect information on incarcerated students after release.
3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.
3.26 What are the identified or potential weaknesses of the program?	None
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations outside of COVID restrictions during the period of review.	

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	Culinary Arts I Culinary Arts II				
CIP Code	12.0503				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	361	429	378	41	130
Number of Completers	54	46	423	40	73
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.)	<p>With the implementation of data analytics, Lake Land College uses an analytic software called Tableau. This software provides us with the ability to see gender breakdowns as well as age and race distribution.</p> <p>Gender: 100% male</p> <p>Age Distribution: 17-23 2.3% 24-29 18.2% 30-39 36.6% 40-49 30.0% 50-59 9.4% 60 and up 3.5%</p> <p>Race Distribution: Asian 0.5% American Indian/Alaskan native 1.0% Black 35.0% Hispanic 13.0% White 46.2% Two or more races 1.5% Unknown 15.8%</p>				
How does the data support the program goals? Elaborate.	Each year the program is growing in the number of students that are enrolling. The goal is to help disadvantaged individuals in correctional institutions grow and improve future employment opportunities.				
Were there gaps in the data (equity gaps, enrollment gaps,	There were periods when there are instructor vacancies. There are also gaps due to COVID restrictions.				

retention gaps, success gaps, etc.)? 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.	With IDOC permission Lake Land college continues to fill vacant instructor positions statewide to ensure more students are served.
Are the students served in this program representative of the total student population? Please explain.	Yes, program participants reflect the demographic information or correctional students at Lake Land college.
Are the students served in this program representative of the district population? Please explain.	Students served reflect the statewide correctional population.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Culinary Arts program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Not applicable.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged population within the IDOC.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs.

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
Warehousing & Distribution Specialist	Cert	10.0	52.0409	
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>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program prepares students with entry-level skills to gain employment in the field or warehousing and distribution. Students learn the basics of working in a warehouse environment, the workforce and technical skills required as well as the process of materials handling.		
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? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		Based on course assessments conducted by warehousing instructors and reported into Weave system, objectives are being achieved.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The program was updated in 2018, but COVID 19 has delayed additional program reviews as staff focused on pandemic protocols and maintaining programming levels.		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Jennifer Billingsley, Dean of Correctional Program, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVS Vocational Coordinator Duwayne Owens determines programming for IDOC.		

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator Duwayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.</p>
<p align="center">CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>As a program within the Illinois Department of Corrections students must have a GED/HSE/ or High School Diploma. All Students must have an 8.0 or above average TABE score.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Not applicable.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>There is projected increase in the material moving workers growth over the next 10 years.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The IDES projects a 1% growth incline between 2020-2030 in the Material Moving workers field.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>IDES employment projects</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The students who are recruited are individuals in custody from the Department of Corrections. As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist based on IDOC directives.</p>

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving program based on graduation or voluntarily quitting complete an exit interview. These responses identify areas to improve the program.
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 review of the program confirmed student are achieving program objectives, but continue to request even more hands-on activities, which are incorporated when approved by security and appropriate to space and curriculum objectives.
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: <ul style="list-style-type: none"> 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 	<p>The annual cost of the program is \$78,000.00 for 1 site, including maintenance, commodities, and salary/benefits. There are currently three programs at Decatur (new), Sheridan and Southwestern correctional sites. Additional sites at East Moline, Hill, and Lincoln correctional sites are currently under renovation. New sites utilizes grant funds to purchase forklifts (both stand-up, sit-down), which average \$34,000 each.</p> <p>Program costs are consistent with the average cost of other correctional vocational programs.</p> <p>The program is funded through the Department of Corrections and ICCB credit hour grant. Credit hour generation declined dramatically during COVID 19 restrictions.</p> <p>For security purposes, student/faculty ratio is limited to 15:1.</p> <p>The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.</p>
2.28 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.

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.	Program offerings and funding are determined by the Department of Corrections.
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)	Not applicable. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	Although there is no cost to the college campus, programs continue to seek areas where they can provide experience to students by helping correctional facilities and staff with class related labs. For example, students will help unload trailers, utilizing forklifts and pallet jacks in a real world environment. Students also maintain some basic inventories for facilities to have materials on hand to move and coordinate deliveries.
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?	Open-entry, open-exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.

<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The program begins with basic courses that build foundational knowledge leading to more specific occupational skills within the successive courses. As a statewide program, it can be transferred to other colleges serving IDOC.</p>
<p>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.</p>	<p>The program aligns with Adult Education within the IDOC. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release.</p>
<p>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?</p>	<p>This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.</p>
<p>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?</p>	<p>Not applicable.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students receive lab experience under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.</p>

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).	The program utilizes the instructional resources published by the Material Handling Educational Foundation that helps engage individuals to succeed in the industry. There is not licensure or credential attached.
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.	No.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This curriculum is shared by other colleges serving IDOC population.
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?	None
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Not applicable.
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?	Annual In-Service is provided to share best practices and curriculum development ideas. Warehousing instructors have also attended Promat events and met with MHEF. Industry visits (staff) and discussions will help enhance classrooms.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Adequate. Computers are being introduced in FY 24. New forklifts were purchased and virtual forklifts are part of the program.
3.18 What assessment methods are used to ensure student success?	Course outcomes and measures have been developed and the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8 week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices adopted to improve outcomes.
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?)	All course assessment targets continue to be met in program.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are satisfied with their participation. Upon completion of the program students complete an exit interview and each individual submission is reviewed by instructors and associate dean for feedback. This process happens throughout the year in an open entry/open exit class.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Not available.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections. The program does utilize the standard curriculum materials provided by Material Handling Education Foundation.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Not available. Lake Land College is not permitted to collect information on incarcerated students after release.

3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities. The program provides a facsimile of a warehouse and students attend class 6 hours daily to reflect workplace requirements.				
3.26 What are the identified or potential weaknesses of the program?	Incarcerated students have no access or first hand experience with employers and warehouses.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations outside of COVID restrictions during the period of review.					
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	Warehousing & Distribution Specialist				
CIP Code	52.0409				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	273	174	170	34	49
Number of Completers	0	0	109	28	29
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline	With the implementation of data analytics, Lake Land College uses analytic software called Tableau. This software provides us with the ability to see gender breakdowns as well as age and race distribution. Gender: Male 92.7% Female 7.3%				

<p>level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Age Distribution:</p> <p>2.3% 17-23 18.2% 24-29 36.6% 30-39 30.0% 40-49 9.4% 50-59 3.5% Over 60</p> <p>Race Distribution:</p> <p>Asian 0.5% American Indian Alaskan Native 1.0% Black 35.0% Hispanic 13.0% White 46.2% Two or more races 9.4% Unknown 15.6%</p>
<p>How does the data support the program goals? Elaborate.</p>	<p>The program has shown growth. During COVID numbers declined. However, the program is growing in numbers again. The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.</p>
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>There were periods when there were instructor vacancies. In year 4 and 5 the completion number was lower due to COVID restrictions.</p>
<p>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.</p>	<p>With IDOC permission Lake Land College continues to fill vacant instructor positions statewide to ensure more students are served.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>Yes, program participants reflect the demographic information of correctional students at Lake Land College.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>Students served reflect the statewide correctional population.</p>

Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Warehousing and Distribution Specialist program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Not applicable.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged population within the IDOC.
Resources Needed	None.
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs.

ACADEMIC DISCIPLINE

Academic Disciplines	
College Name:	LAKE LAND COLLEGE
Academic Years Reviewed:	2018-2022
Discipline Area:	MATHEMATICS
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	Mathematics is a core requirement across most disciplines. It is important for students to have at the most rudimentary level of each discipline, the appropriate mathematical skill necessary. This skill is a requirement for the workforce.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Coursework has been established as per degree requirements to provide necessary mathematical education. The use of course assessment data has provided faculty with an understanding of how much students are learning. Adjustments are made at the course level by lead instructors in response to available data. In addition, a number of general education goals for the college have referenced specific quantitative indicators and skills associated with general education criteria for measurements and identification by course.
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?	<p>Many federal organization like the U.S. DOL and NSF identify mathematics as an enabling discipline cutting across almost all academic divisions within a college. The college tracks and measures student success in these courses to verify and measure how different student populations are completing these key courses leading to careers and program completion.</p> <p>The college's internal committees like the curriculum committee and academic services leadership team, and counselors discuss how math sequences are working or not to meet student populations' needs and their variety of goals to define success at a community college.</p>

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>A number of state laws and indicators have identified math curriculum as a key indicator or cause for many students to not successfully complete academic/workforce programs. As a result, LLC has been mandated to create new math pathways to get students into and complete credit bearing math courses by their second semester at the college. These changes have resulted in a number of remedial math courses eliminated and new credit bearing math courses developed with co-requisite (co-req) options with additional hours associated with them to address remedial math concepts.</p>
<p style="text-align: center;">Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 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?</p> <p>1.2 How will students be informed or recruited for this discipline?</p> <p>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?</p>	<p>Curriculum needs are discussed cross-divisionally as well as intra-divisional within both the membership of the curriculum committee and divisions respectively. Other areas provide input ranging from admissions and records, advising, student information systems, transfer coordinator, general education committee and advisory boards etc. Institutional research also provides program coordinators and lead instructors etc. necessary supportive data relating to indicators associated with student success rates.</p> <p>Recruitment at the college level across most disciplines provides the students required to take mathematics. This effort include: career days, Laker visit days, dual credit interactions and advertising etc.</p> <p>No new programs or majors were created during this time period.</p>

1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	<p>Twenty-two courses are currently offered by the math department in 2022-2023. Relating to the state's new mandates the following courses will now be the math course taken by many students at the campus: MAT 115 - General Education Math Co-Req and MAT 124 Statistics Co-Req. All students placing into developmental math will have the option to take MAT 115 or MAT 124 and STEM students that place into developmental math will take MAT 129 College Algebra Co-Req. The Co-Reqs allow them to take these credit bearing courses with two additional hours to work on remedial concepts needed to complete the classes. These three courses, in theory, will now absorb the remedial math students testing low on placement test or simply failed past remedial math courses at the college.</p>
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?)	<p>The cost of the program mainly faculty salaries as well as cost of textbooks to be rented to students. Historically, math programs are historically much cheaper to support than more lab and equipment intensive programs at the college in chemistry, physics, and computer science. Issues related to access to graphing calculators are often one of the more expensive equipment items to support math courses. The college is exploring the idea of a dedicated computer lab with preloaded software and data to support some of these issues within the 2023-24 academic year.</p>
2.2 What steps can be taken to offer curricula more cost-effectively?	<p>The college currently has four full time faculty with an additional three to five part time math faculty supporting courses at LLC.</p> <p>The textbook rental system at the college has reduced cost for students for years relating to lowering the price of books for class. In addition, the faculty are increasingly looking and exploring options with using OERs to assist students with reducing cost with lowering textbook cost associated with classes.</p> <p>The math department also works with the college library to buy and loan out graphing calculators to students that cannot afford to buy them for certain math courses requiring them.</p>

<p>2.3 Is there a need for additional resources?</p>	<p>Potential additional adjuncts or full time faculty might need to be addressed. State law mandates and the requirements to have students completing credit bearing math courses within two semesters will change faculty schedules and loads needed to cover classes. Year one of this new system will hit in August of 2023 and time and data will need to be evaluated to address if we have enough faculty in place to cover the shifting math sequences and courses students will be taking at the college.</p>
Indicator 3: Quality	Response
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?</p> <p>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?</p> <p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Yes, the college has implemented a variety of education delivery formats to support math courses. The development of the Covid-19 pandemic and ultimately educational shut down in 2020 only elevated the need to support multiple educational options at the college using a variety of platforms, technology, and synchronous vs. asynchronous options. Options include:</p> <ol style="list-style-type: none"> 1. Live face to face; 2. Hybrid online with face to face options; 3. Online with synchronous options for remote online live lectures. <p>Division chairs and the Institutional Research Office analyze course retention and persistence rates and compare student success across modalities on a semester by semester basis. Results are discussed at division meetings as well as appropriate committees meetings across campus for recommendations/solutions. The key indicator for student success are the percentage of students completing a course with a C or higher.</p> <p>To assist communication with students and understanding the different modality of course offerings a coding system was developed to communicate modality options with detailed descriptions outlining the live vs. online elements of any given modality option.</p> <p>Faculty are evaluated as per the Collective Bargaining Agreement. Grade distribution reports are generated by division chair when called for. However, course persistence reports are studied at the course level and not instructor level. Lead instructor reviews course assessment results from all sections taught and communicates results and potential changes to all instructors. Dual credit instructors are evaluated by faculty on the basis of submitted portfolios and also within course assessment objectives.</p>

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?	Three contractual days are included in each full time faculty member's contract. These days allow for internal workshops on campus or the ability to create customized development days to support site visits, training, or attend conferences to support potential faculty needs in math education. Also, part time faculty are included and offered to participate during these three professional development days.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	The Math Science Department Chair serves on an IAI panel for the last 5-years, however, no current math faculty currently serve on an IAI panel. The goal is to have two of the current math faculty serve on IAI Math Committee panels in the future with one on the General Education Core Curriculum and one on the IAI Major Course panels for mathematics.
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?	The college testing services and placement test allow the college to identify at-risk students. Very low test and placement scores putting students at risk for entry level math courses will be deferred to college's adult and remedial education departments. The college creates specific remedial and basic skills courses with faculty to support and elevate these students' readiness with taking entry and credit bearing math courses.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Mathematics education is widely integrated with instructional programs across the college. It is a core requirement across all disciplines. It is important for students to have at the most rudimentary level of each discipline, the appropriate mathematical skill necessary.
3.8 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. The college's Curriculum Committee and Academic Service Leadership (ASL) with Chairs are key trigger points connecting cross departmental needs, challenges and solutions to address math educational challenges across campus.

<p>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?</p>	<p>Course assessment reports from faculty and retention/persistence reports etc. from institutional research allow for informed discussions when problems are observed. These discussions and subsequent recommendations are held at division meetings and are centered at the course level.</p> <p>LLC is early with leveraging new data analytic tools like Tableau to disaggregate data by key indicators relating to numerous socioeconomic variables impacting or shaping success with the math courses. The college with coordination from the Institutional Research Office will be researching and designing studies to better understand and quantify these variables and measurable effects on student success rates in math courses. Using these facts and data points will assist the college with coordinating the offices, staff, and resources to best help the student populations most consistently failing to complete math courses with a C or higher.</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Math success has historically been defined as the following, “Students receiving a C or higher at the end of the course, excluding withdrawals and audit student”.</p>
<p>3.11 Did the review of quality result in any actions or modifications? Please explain.</p>	<p>This issue in the past year has been addressed by the state with the IBHE and ICCB. Relating to low success rates of students within entry and remedial math courses, the state of Illinois has mandated new requirements for all community colleges in Illinois to have students completing credit bearing math courses in two semesters.</p> <p>As a result, LLC’s math department has rapidly implemented new Co-Req courses in MAT 116, 125, and 130 to support pathway and co-req models to initiate students at these credit bearing level math courses. The college has dropped and plans to eliminate all of remedial math courses in the Fall 2023 (MAT005-Beginning Algebra and MAT-006 Intermediate Algebra). Early indicators with pilot study groups and sections indicate improved student completions rates within these test class in Fall 2022 using co-req models for MAT116, 125, and 130.</p>

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	Mathematics				
Course Title	MAT-090 Math for Computer Applications				
Course Description	Covers mathematical concepts used in the computer and business field/ Topics include algebra; addition, subtraction, multiplication, division of decimals and fractions; hexadecimal, binary and octal number systems. Problem solving techniques will be used to solve business-related narrative problems.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	20	9	8	
Credit Hours Produced	57	60	27	24	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.2%	90.0%	88.9%	25.0%	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Nontransfe rable course				
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning. (* noted exceptions with year 4 will need to be evaluated for trends over time with lower student success rates)				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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.	<ol style="list-style-type: none"> 1. Evaluate and assess data structures, sample sizes and project what statistical measures and indicators could be used to measure statistical significance of results across Independent Variables IVs (ethnic, delivery method, gender, and first generation college students). To what extent, if any, do these variables have with shaping student success rates and what tools, resources, and staff could be used to resolve variables identified with statistical significance. 2. Coordinate and develop research group to work with IR office to conduct course level analysis to identify which variables, if any, are statistically significant at the .05* and .01** level to identify which variables are shaping the strongest student success in math courses. 3. With identified variables targeted and measured the team will coordinate what support services, programs, or new resources should be engaged to best evaluate action plans to assist students with success in math courses with lower student success rates.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	With no early statistical analysis across sections by IVs the college is not currently positioned to address in any scientific way to what degree and statistical significance the impact of variables shaping student success in math courses.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Methods and processes will be developed to measure and address appropriate statistical test with the data LLC captures on these key indicators associated with equity. Using different sample sizes and groupings (male vs. female) or ethnicity with multiple groupings will require different statistical test to evaluate significance of the findings.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No summary is available as the college is working on developing research plans, methods, and approaches to summarize and evaluate data collected over the last five years.
Resources Needed	More time and potential staff support from the IR office to produce results on course level analysis with all disaggregated collected and organized with new Tableau system.
Responsibility	Chair of the Math Science Division with support from Institutional Research Office.

Who is responsible for completing or implementing the modifications?	
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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	Mathematics				
Course Title	MAT-116 General Education Math				
Course Description	Survey of mathematical topics with emphasis on solutions to real life problems. Topics will include set theory, consumer/financial math, measurement, and statistics. Problem solving projects involving detailed written solutions will be required. Calculators and computers will be used.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	217	176	122	125	88
Credit Hours Produced	651.0	528.0	366.0	375.0	264.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.6%	83.0%	68.0%	80.0%	67.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 904	IAI M1 904	IAI M1 904	IAI M1 904	IAI M1 904
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				

Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.
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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	Mathematics				
Course Title	MAT-118 Math for Elem Teachers I				
Course Description	A course designed for Elementary Education majors. Topics include number theory, probability and statistics, development of numeration systems, sets, functions, mathematical reasoning and problem solving. Counts as general education requirement for elementary education majors when take in sequence with MAT218.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	30	31	72	40
Credit Hours Produced	81.0	90.0	93.0	216.0	120.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.6%	76.7%	83.9%	80.6%	80.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Last updated before 2013				
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				

Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.
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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	Mathematics				
Course Title	MAT-125 Statistics				
Course Description	Application of elementary principles of descriptive statistics including frequency distribution, graphical presentation, measure of location and variation. Elements of probability, sampling techniques, binomial and normal distribution and other topics.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	541	473	405	428	297
Credit Hours Produced	1,623.0	1,419.0	1,215.0	1,284.0	891.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.3%	86.5%	88.9%	86.2%	88.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 902	IAI M1 902	IAI M1 902	IAI M1 902	IAI M1 902
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree				

	independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.
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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	Mathematics				
Course Title	MAT-130 College Algebra				
Course Description	Review of the real number system, radicals, equations, and exponents, relations and functions, logarithms, complex numbers, polynomials, and theory of equations. A graphing calculator is required. Ask instructor for calculator recommendation.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	500	522	518	748	554
Credit Hours Produced	1,500.0	1,566.0	1,554.0	2,244.0	1,662.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.8%	75.5%	79.2%	79.4%	70.4%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Last updated before 2013				
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in				

	math courses. This data and level of analysis is just beginning at LLC.
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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	Mathematics				
Course Title	MAT-132 Trigonometry				
Course Description	Study of trigonometric functions, trigonometric identities, graphing, solving trigonometric equations, inverse trigonometric functions, right triangle trigonometry, application of law of sines and law of cosines, complex numbers and vectors. A graphing calculator is required. Ask instructor for calculator recommendation.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	42	50	54	58	73
Credit Hours Produced	126.0	150.0	162.0	174.0	219.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.3%	82.0%	88.9%	87.9%	93.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Last updated before 2013				
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in				

	math courses. This data and level of analysis is just beginning at LLC.
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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	Mathematics				
Course Title	MAT-140 Algebra with Trigonometry				
Course Description	A unified study of the algebraic and trigonometric concepts needed for calculus. Credit not granted for both this course and College Algebra. A graphing calculator is required. Ask instructor for calculator recommendations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	732	672	670	750	516
Credit Hours Produced	3,660.0	3,360.0	3,350.0	3,750.0	2,580.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.2%	92.9%	89.0%	90.1%	86.8%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Last updated before 2013				
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-151 C Program W/Engineering Appl				
Course Description	Introduction to programming language C. Fundamental principles, concepts, and methods of computing with emphasis on calculus-based problem-solving techniques and applications from engineering and physical science.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	13	22	48	38
Credit Hours Produced	69.0	39.0	66.0	144.0	114.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.6%	84.6%	81.8%	87.5%	84.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI EGR 902	IAI EGR 902	IAI EGR 902	IAI EGR 902	IAI EGR 902
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-210 Finite Mathematics				
Course Description	An introduction to Finite Mathematics, matrices, linear systems of equations and inequalities, linear programming, counting theory and probability.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	178	147	120	143	146
Credit Hours Produced	534.0	441.0	360.0	429.0	438.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.5%	74.8%	71.7%	80.4%	78.8%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 906	IAI M1 906	IAI M1 906	IAI M1 906	IAI M1 906
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-211 Math Analysis				
Course Description	This course covers mathematical analysis of polynomial calculus with applications to business and social sciences. It includes the mathematics of finance, techniques and applications of differentiation & integration, optimization theory and area. Graphing calculator required. Ask instructor for calculator recommendation.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	48	71	48	59	46
Credit Hours Produced	192.0	284.0	192.0	236.0	184.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	52.1%	53.5%	50.0%	44.1%	54.3%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 900 900B	IAI M1 900 900B	IAI M1 900 900B	IAI M1 900 900B	IAI M1 900 900B
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-218 Math for Elem Teachers II				
Course Description	The study of the concepts and theory of measurement and geometry via the problem-solving approach, using both calculators and microcomputers throughout. Designed for Elementary Education majors. Counts as general education requirement for elementary education majors when taken in sequence with MAT-118.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	22	26	56	30
Credit Hours Produced	60.0	66.0	78.0	168.0	90.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	95.5%	100.0%	100.0%	93.3%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 903	IAI M1 903	IAI M1 903	IAI M1 903	IAI M1 903
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-241 Analytical Geom-Calc I				
Course Description	Differential and integral calculus of elementary functions of one variable, such as polynomial, rational, radical, trigonometric, inverse trigonometric, exponential and logarithmic functions, will be covered. Applications include rates of change, optimization, curve stretching and area. A graphing calculator is required. Ask instructor for calculator recommendations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	294	259	262	288	255
Credit Hours Produced	1,470.0	1,295.0	1,310.0	1,440.0	1,275.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81.6%	82.2%	86.3%	92.0%	76.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901	IAI M1 900-1 IAI MTH 901
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-242 Analytical Geom-Calc II				
Course Description	A continuation of Calculus I with emphasis on different methods of integration and applications, L` Hopitals Rule, Sequences, series, Power series, Taylor series and Maclaurin series. A graphing calculator is required. Ask instructor for calculator recommendations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	37	37	42	88	33
Credit Hours Produced	148.0	148.0	168.0	352.0	132.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	56.8%	59.5%	64.3%	88.6%	72.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902	IAI M1 900-2 IAI MTH 902
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-243 Analytical Geom-Calc III				
Course Description	A continuation of analytic geometry and Calculus II. The focus is on solid analytic geometry, vectors, partial derivatives, line, volume and surface integrals in various coordinate systems, and vector fields. A graphing calculator is required. Ask instructor for calculator recommendations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	14	16	52	25
Credit Hours Produced	88.0	56.0	64.0	208.0	100.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	95.5%	92.9%	100.0%	92.3%	88.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903	IAI M1 900-3 IAI MTH 903
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-245 Differential Equations				
Course Description	Designed for pre-engineering students and others who need a working knowledge of ordinary differential equations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	10	17	44	18
Credit Hours Produced	69.0	30.0	51.0	132.0	54.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.3%	100.0%	100.0%	86.4%	83.3%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MTH 912	IAI MTH 912	IAI MTH 912	IAI MTH 912	IAI MTH 912
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

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	Mathematics				
Course Title	MAT-255 Linear Algebra				
Course Description	A first course in linear algebra covering linear systems, matrices, determinants, vector spaces, inner product spaces, and eigenvalues and eigenvectors, including proofs of theorems and propositions in each topic.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	6	8	30	7
Credit Hours Produced	39.0	18.0	24.0	90.0	21.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	61.5%	66.7%	75.0%	66.7%	85.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI MTH 911	IAI MTH 911	IAI MTH 911	IAI MTH 911	IAI MTH 911
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning.				
What disaggregated data was reviewed?	With the development of new tools like Tableau the college is now able to disaggregate student outcomes by indicators like financial aid (income), gender, education (first generation college student), ethnicity, and course delivery method (online, hybrid, vs face to face sections).				
Were there identifiable gaps in the data? Please explain.	This is the first cycle that LLC committees, faculty, and research groups have this level of data to evaluate how and to what degree independent variables are impacting or shaping student outcomes in math courses. This data and level of analysis is just beginning at LLC.				

CROSS-DISCIPLINARY

<i>DEVELOPMENTAL MATH</i>	
COLLEGE NAME:	Lake Land College
FISCAL YEAR IN REVIEW:	2018-2022
<i>REVIEW SUMMARY</i>	
Program Objectives What are the objectives or goals of the program/discipline?	The remedial math initiatives and course offerings are designed primarily to assist student to navigate through their basic math prerequisites necessary for college level math courses. This involves identifying the most applicable and direct course work to get them to achieve success at the college level math.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Identifying the appropriate math pathways for their major and then providing support for the remedial/college level course work has significantly been modified since the last cycle. Lower completion rates in gateway remedial courses has led a number of substantial changes mandated by the ICCB and IBHE relating to these challenges.
How does this program contribute to other fields and the mission of the college?	<p>As most, if not all, students need math to complete certificates or degree the math courses impact all academic areas of the college. The math faculty created a new state mandated pathway, as a law, that requires all students to complete credit bearing math courses by their second semester. Early evidence and pilot studies indicates improving student success rates for students historically placed in developmental math courses within new co-req courses like MAT-125 and General Education Math MAT-116.</p> <p>Please see attached LLC Math Pathway Flowchart indicating how students by major and placement scores are placed into a proposed math sequence to best support student success rates to complete credit bearing math courses by the second semester.</p>

<p>Prior Review Update</p> <p>Describe any quality improvements or modifications made since the last review period.</p>	<p>Remedial math and English education are two academic areas that the Developmental education Task force works on. This is a multi-departmental team consisting of advisors, faculty, testing/placement personnel and institutional research members etc. This group has been involved and helped implement the following:</p> <ol style="list-style-type: none"> 1. The development of multiple pathway/co-req options to complete MAT116, MAT125, and MAT130. 2. The use and development of embedded tutors in high risk classes using the official course numbers of INS-200 to give tutors official credits for serving as student aides and assistants helping students during additional lab hours to help other students with additional challenges. 3. The college has received additional grant funds, ICCB Developmental Education Innovation Grant, to support their innovative work with co-req courses and support with improving student success rates in these courses.
<p align="center">REVIEW ANALYSIS</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 Detail how the offerings are sufficient and aligned to meet the needs of students across all programs served and supportive academic programs (e.g. tutoring, co-requisite, summer bridge, AE-ICAPS, foundational mathematics).</p>	<p>Creation of Math Pathways has allowed non-stem students direct and applicable routes to statistics and Gen Ed. Mathematics. These pathways are designed based upon degree requirements. Non-stem students have been given an acceleration opportunity through co-requisites using courses MAT-115 Gen Ed Math Co-Reg and MAT-124 Statistics Co-Req.</p> <p>STEM program majors have been using new college algebra pathways using MAT130 with additional lab hours and embedded tutors to assist with new support to complete these courses.</p>
<p>INDICATOR 2: COST EFFECTIVENESS</p>	<p>RESPONSE</p>

<p>2.1 What are the costs associated with this program?</p> <p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?</p> <p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.</p> <p>2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p> <p>2.5 Are there needs for additional resources? If so, what are they?</p>	<p>The cost of the program regarding remedial mathematics is simply the cost of salaries for FT and PT faculty. The cost of tuition and fees to the student to complete remedial education has dropped from \$1370 (3-levels of remediation) to \$274 (co-requisite) for non-stem students. For stem students it has dropped from \$1370 (3-levels of remediation) to \$959(2-levels of remediation) Summer Bridge and Co-requisite development cost \$16,996</p> <p>Faculty were paid for summer bridge development, co-requisite course development through the BTG grant. Salaries are paid out of the college operations budget.</p> <p>Academic services will continue to pay a \$750 stipend to each of the two faculty teaching the Summer Bridge Course. Materials and other associated expenses amounting to less than \$500 a year, will also be absorbed by Academic services.</p> <p>Lake Land College is a textbook rental institution. This offers a savings to students. The implementation of math pathways and co-requisites has not only accelerated students through remedial math, but also reduced the cost as indicated above by reducing the number of hours, credits, and time associated with increasing cost with higher education. In addition the college and math department are exploring and expanding the following:</p> <ul style="list-style-type: none"> • OERs; • The college has bought new graphing calculators using grant funds to support students with the ability to check them out from the library reducing associated cost for students with limited ability to buy them; • New modality offerings limiting face to face days in class and reducing commuting cost; • Eliminating remedial courses all together has reduced both time, cost and increased student success rates at the same time from early evidence reported from co-req, pathways, and embedded tutors math sections <p>We need a way to pay our embedded tutors to work during our co-requisite lab hours to increase interest from students.</p>
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<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
3.1 How is the college working with high schools to reduce developmental needs?	<p>The VP Student services provides district high school administrators an annual District High School Graduate Placement Report with summarized placement results of their incoming freshmen class. As a division, the concept of math pathways has been communicated to high schools including the overall percentage of students testing into remedial education from the area. A summit was held between some area high school teachers and our English and Math faculty. They communicated the need and desire to know more about how their graduates place and perform here. During college visit days, the consequences of placement testing is communicated directly to students and parents by the Division Chair.</p>
3.2 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	<p>The college and math department have eliminated remedial math courses. The non-stem students that place into remedial math will complete their math sequence in one semester. The stem students that place into remedial math will complete a general education math requirement in either one or two semesters.</p> <p>The remedial education committee does have courses and support to help students testing so low that, in theory, they need to develop base level skills before entering the track currently in place for the Fall 2023 semester.</p>
3.3 Provide a description of the developmental sequence. Colleges may attach a graphic representation.	<p>Please see attached LLC Math Pathway Flowchart.</p>
3.4 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	<p>The math department has developed and leverage by face to face, hybrid, and online options for math courses within the division. With the elimination of remedial education, which was still primarily face to face, the college does not see this applying to courses being eliminated from the curriculum. Most, if not all, of the math department course offer both synchronous and asynchronous options to complete courses online, face to face or hybrid.</p>

3.5 What innovation has been implemented or brought to this program?	<p>The state mandates to have students complete credit bearing math courses within or by their second semester has redefined math course sequences at LLC. As a result, the math department with support from the LLC Curriculum Committee approve in the Fall of 2022 the elimination of all remedial math courses.</p>
3.6 To what extent is the program integrated with other instructional programs and services?	<p>Early indicators suggest that students are completing these courses with higher success rates that historic pathways through remedial math tracks.</p> <p>Remedial education is deeply integrated with student advising across the college. From counselors to mandatory faculty advisors, students encounter staff across various disciplines that use theses math pathways to better understand the math requirements for each major. Students now can understand the impact of their placement score with respect to where they fall in the pathway. An accelerated one semester course sequence of MAT-006 and MAT-130 has just been developed specifically for Agriculture Transfer students.</p>
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?	<p>We have a partnership with the ICCB to develop a College Algebra Co-Req course.</p>
3.8 How well are completers of developmental courses doing in related college-level courses?	<p>Non stem students are not required to take developmental math courses. Stem students that have completed developmental courses struggle in College Algebra. Our College Algebra completion rate for all students is less than 50%.</p>
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	<p>Instructors and staff are offered training throughout the year on:</p> <ol style="list-style-type: none"> 1. Canvas 2. Advising 3. Best Practices in Teaching 4. HyFlex Teaching
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.	
<p>Implementing and integrating new innovative initiatives into the existing infrastructure and process of the college can be time consuming. Changing course sequences and pathways has led to systemic changes in degrees, programs, and certificates across LLC's curriculum. In addition, these impacts are changing staffing, scheduling, and coverage of math course sequences by the faculty, Critical issues and challenges will need to be evaluated to assess staffing and coverage of required sections by the math faculty. Math faculty teaching loads, courses, and overall faculty numbers will need to be evaluated to address long-term plans to best cover new math pathways supporting increasing student success rates.</p>	

DATA ANALYSIS FOR DEVELOPMENTAL MATH					
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	MAT-005 BEGINNING ALGEBRA				
COURSE DESCRIPTION	THIS COURSE IS FOR STUDENTS WITH LITTLE OR NO WORKING KNOWLEDGE OF ELEMENTARY ALGEBRA. EMPHASIS IS PLACED ON MANIPULATIVE SKILLS WITH REAL NUMBERS, SOLVING LINEAR EQUATIONS AND INEQUALITIES AND SYSTEMS OF EQUATIONS, FUNCTIONS, AND PROPERTIES OF LINEAR FUNCTIONS.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	502	358	360	312	222
CREDIT HOURS PRODUCED	1,506.0	1,074.0	1,080.0	936.0	666.0
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	64.1%	59.8%	53.9%	56.4%	49.5%
REVIEW RESULTS					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This issue in the past year has been addressed by the state with the IBHE and ICCB. Relating to low success rates of students within entry and remedial math courses, the state of Illinois has mandated new requirements for all community colleges in Illinois to have students completing credit bearing math courses in two semesters.				
	As a result, LLC's math department has rapidly implemented new pathway courses in MAT116, 225, and 130 to support pathway and co-req models to initiate students at these credit bearing level math courses. The college has dropped and plans to eliminate all of remedial math courses in the Fall 2023 (MAT005-Beginning Algebra and MAT-006 Intermediate Algebra). Early indicators with pilot study groups and sections indicate improved student completions rates within these test classes in Fall 2022 using co-req models for MAT116, 125, and 130.				

<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p> <p>Program Objectives</p> <p>If program objectives are not being met, what action steps will be taken to achieve program objectives?</p> <p>Performance and Equity</p> <p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Relating to future plans rigorous statistical results will need to be conducted to evaluate the significance of results with student success rates using our new co-reg pathways with MAT116, 125 and 130. We need to understand and evaluate statistically from early student sections are these new pathways working for all students relating to improved student success across numerous factors like gender, modality, ethnicity and other related factors potentially impacting the success with these new models to serve all students.</p> <p>Once potential findings indicate overall success rates of new pathways, which exclude remedial math courses, the college will be able to conclude the following:</p> <ol style="list-style-type: none"> 1. Are new pathways at the aggregate level leading to improved completion and student success rates using new co-reqs/pathways options to earn college level credit by their second semester; 2. At the disaggregate level what potential groups or student populations are still at risk to not completing new pathways within the mandated timeline set the State of Illinois for math education; 3. What programs, support services, or additional outside help might be needed to support and help any populations being identified after analysis to assist with improving overall equity and success for all students completing math course sequences successfully. <p>Currently, we are just in the early stages of using new tools like Tableau to identify course level completion rates across key equity variables like race and first generation college students. The next five years, in theory, will target and leverage research teams to evaluate this cycle's data to evaluate these findings to address to what extent, if at all, statistical significance occurs across key populations relating to equity and math success rates.</p> <p>To what extent, if at all, do completion rates across math pathway courses exist at Lake Land College and what are the implications on equity with the college's mission to best serve students with completing their educational goals? This is a key research finding that the college must address over the next five years.</p>
<p>Resources Needed</p>	<p>The college needs research and collaboration time with the Math Department, IR and Data Analytics Teams to budget</p>

	time and resources to evaluate this cycles findings for statistical significance across targeted equity populations.
Responsibility Who is responsible for completing or implementing the modifications?	MSD Chair and IR Office

DATA ANALYSIS FOR DEVELOPMENTAL MATH					
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
<i>COURSE TITLE</i>	MAT-006 INTERMEDIATE ALGEBRA				
<i>COURSE DESCRIPTION</i>	THIS COURSE IS FOR STUDENTS WITH SOME WORKING KNOWLEDGE OF ELEMENTARY ALGEBRA. EMPHASIS IS PLACED ON EXPONENTS, POLYNOMIALS, FACTORING, QUADRATIC FUNCTIONS, RATIONAL EXPRESSIONS, ROOTS AND RADICALS. A GRAPHING CALCULATOR IS REQUIRED. ASK INSTRUCTOR FOR CALCULATOR RECOMMENDATION.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<i>NUMBER OF STUDENTS ENROLLED</i>	464	406	378	356	218
<i>CREDIT HOURS PRODUCED</i>	1,856.0	1,624.0	1,512.0	1,424.0	872.0
<i>SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS</i>	68.1%	63.1%	70.9%	66.3%	63.3%
REVIEW RESULTS					

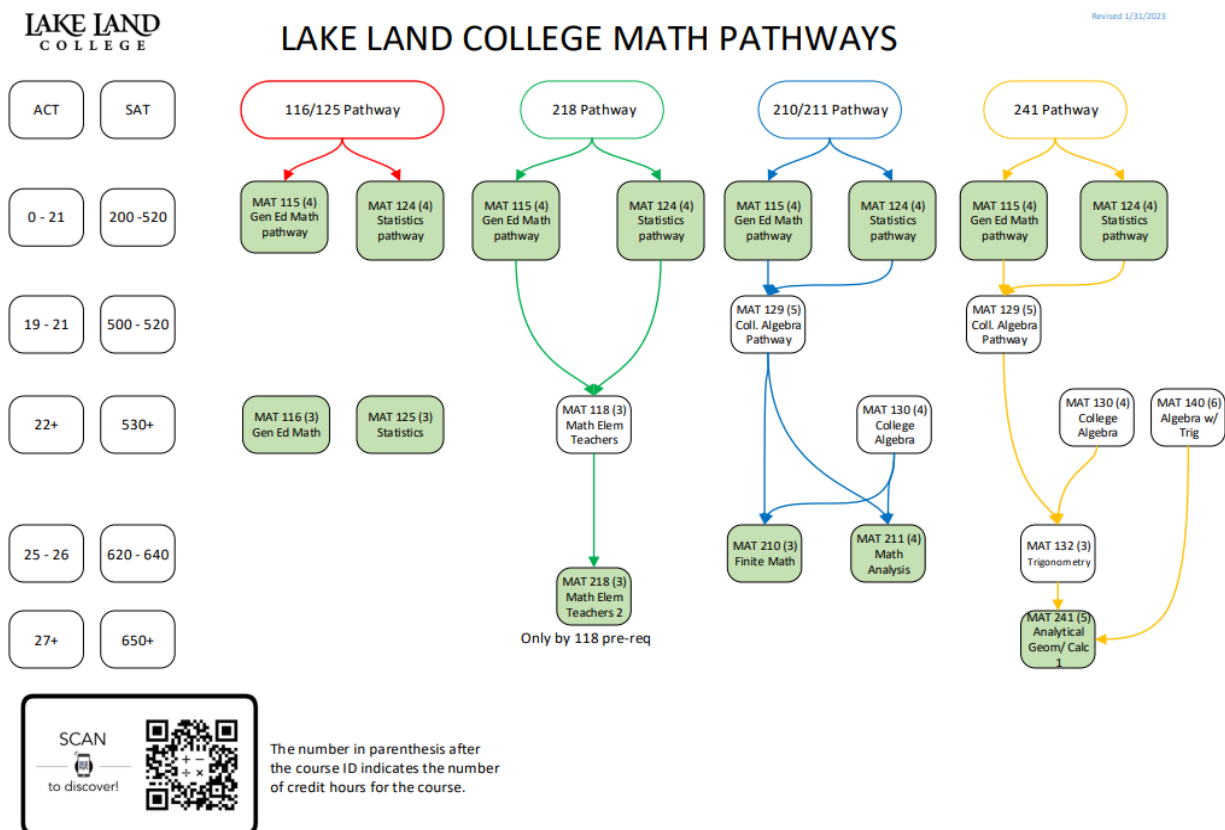
	<p>This issue in the past year has been addressed by the state with the IBHE and ICCB. Relating to low success rates of students within entry and remedial math courses, the state of Illinois has mandated new requirements for all community colleges in Illinois to have students completing credit bearing math courses in two semesters.</p>
<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>As a result, LLC's math department has rapidly implemented new pathway courses in MAT116, 225, and 130 to support pathway and co-req models to initiate students at these credit bearing level math courses. The college has dropped and plans to eliminate all of remedial math courses in the Fall 2023 (MAT005-Beginning Algebra and MAT-006 Intermediate Algebra). Early indicators with pilot study groups and sections indicate improved student completions rates within these test classes in Fall 2022 using co-req models for MAT116, 125, and 130.</p>
<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>Relating to future plans rigorous statistical results will need to be conducted to evaluate the significance of results with student success rates using our new co-reg pathways with MAT116, 125 and 130. We need to understand and evaluate statistically from early student sections are these new pathways working for all students relating to improved student success across numerous factors like gender, modality, ethnicity and other related factors potentially impacting the success with these new models to serve all students.</p>
<p>Program Objectives</p> <p>If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Once potential findings indicate overall success rates of new pathways, which exclude remedial math courses, the college will be able to conclude the following:</p> <ol style="list-style-type: none"> 1. Are new pathways at the aggregate level leading to improved completion and student success rates using new co-reqs/pathways options to earn college level credit by their second semester; 2. At the disaggregate level what potential groups or student populations are still at risk to not completing new pathways within the mandated timeline set the State of Illinois for math education; 3. What programs, support services, or additional outside help might be needed to support and help any populations being identified after analysis to assist with improving overall equity and success for all students completing math course sequences successfully.

<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Currently, we are just in the early stages of using new tools like Tableau to identify course level completion rates across key equity variables like race and first generation college students. The next five years, in theory, will target and leverage research teams to evaluate this cycle’s data to evaluate these findings to address to what extent, if at all, statistical significance occurs across key populations relating to equity and math success rates.</p> <p>To what extent, if at all, do completion rates across math pathway courses exist at Lake Land College and what are the implications on equity with the college’s mission to best serve students with completing their educational goals? This is a key research finding that the college must address over the next five years.</p>
<p>Resources Needed</p>	<p>The college needs research and collaboration time with the Math Department, IR and Data Analytics Teams to budget time and resources to evaluate this cycles findings for statistical significance across targeted equity populations.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>MSD Chair and IR Office</p>

DATA ANALYSIS FOR DEVELOPMENTAL MATH					
Please complete for each course reviewed as part of the Developmental Math, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	MAT-008 MATH LITERACY				
COURSE DESCRIPTION	THIS COURSE IS AN INTRODUCTORY COURSE INTEGRATING NUMERACY, PROPORTIONAL REASONING, ALGEBRAIC REASONING AND FUNCTIONS. IT IS INTENDED FOR NON-MATH AND NON-SCIENCE MAJORS NEEDING MAT 125 STATISTICS OR MAT 116 GENERAL EDUCATION. SUCCESSFUL COMPLETION OF THIS COURSE SATISFIES THE GEOMETRY REQUIREMENT.				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
NUMBER OF STUDENTS ENROLLED	38	14			
CREDIT HOURS PRODUCED	228.0	84.0			
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	78.9%	71.4%			
REVIEW RESULTS					
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	<p>This issue in the past year has been addressed by the state with the IBHE and ICCB. Relating to low success rates of students within entry and remedial math courses, the state of Illinois has mandated new requirements for all community colleges in Illinois to have students completing credit bearing math courses in two semesters.</p> <p>As a result, LLC's math department has rapidly implemented new pathway courses in MAT116, 225, and 130 to support pathway and co-req models to initiate students at these credit bearing level math courses. The college has dropped and plans to eliminate all of remedial math courses in the Fall 2023 (MAT005-Beginning Algebra and MAT-006 Intermediate Algebra). Early indicators with pilot study groups and sections indicate improved student completions rates within these test classes in Fall 2022 using co-req models for MAT116, 125, and 130.</p>				

<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p> <p>Program Objectives</p> <p>If program objectives are not being met, what action steps will be taken to achieve program objectives?</p> <p>Performance and Equity</p> <p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>Relating to future plans rigorous statistical results will need to be conducted to evaluate the significance of results with student success rates using our new co-reg pathways with MAT116, 125 and 130. We need to understand and evaluate statistically from early student sections are these new pathways working for all students relating to improved student success across numerous factors like gender, modality, ethnicity and other related factors potentially impacting the success with these new models to serve all students.</p> <p>Once potential findings indicate overall success rates of new pathways, which exclude remedial math courses, the college will be able to conclude the following:</p> <ol style="list-style-type: none"> 1. Are new pathways at the aggregate level leading to improved completion and student success rates using new co-reqs/pathways options to earn college level credit by their second semester; 2. At the disaggregate level what potential groups or student populations are still at risk to not completing new pathways within the mandated timeline set the State of Illinois for math education; 3. What programs, support services, or additional outside help might be needed to support and help any populations being identified after analysis to assist with improving overall equity and success for all students completing math course sequences successfully. <p>Currently, we are just in the early stages of using new tools like Tableau to identify course level completion rates across key equity variables like race and first generation college students. The next five years, in theory, will target and leverage research teams to evaluate this cycle's data to evaluate these findings to address to what extent, if at all, statistical significance occurs across key populations relating to equity and math success rates.</p> <p>To what extent, if at all, do completion rates across math pathway courses exist at Lake Land College and what are the implications on equity with the college's mission to best serve students with completing their educational goals? This is a key research finding that the college must address over the next five years.</p>
<p>Resources Needed</p>	<p>The college needs research and collaboration time with the Math Department, IR and Data Analytics Teams to budget</p>

	time and resources to evaluate this cycles findings for statistical significance across targeted equity populations.
Responsibility Who is responsible for completing or implementing the modifications?	MSD Chair and IR Office



Courses filled in **GREEN** satisfy the General Education Core Curriculum requirements and are IAI transfer courses.
Math requirements for a specific major may vary from one institution to another. Please consult with an advisor to confirm the pathway that is applicable to your major and transfer institution.

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:	2018-2022
Review Area:	Testing and Tutoring
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.	Kim Hunter, Director of Student Success Services
Mission How does the program/service contribute to the mission of the college?	The Testing and Tutoring Center works to provide holistic approach to empower students to access our co-curricular services that support academic success, professional advancement, and personal achievement, as well as provide support for enhancing diversity, equity, inclusion and belonging at the college. This supports the missions of accessible services and an effective learning environment for diverse communities.
Advancement of Equity How does the program/service help advance equity?	The Testing and Tutoring Center is moving towards a Student Success model and works to empower students by serving various holistic and individual needs, including accommodations, accessibility issues, and referrals to college and community programs.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/objectives of the program/service?	The services being evaluated in this area include Placement Testing, Dual Credit Placement Testing, Proctoring Services, Accommodation Delivery, Tutoring, and miscellaneous testing services. The overarching goal is to serve Lake Land College students in ways that promote student success from the beginning of their college career (placement testing) through the process (tutoring, accommodations, proctoring) and finally into completion (certification testing.)

<p>To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?</p>	<p>The programs measure success through data-driven measures that include students served, services provided, tests given, instructors partnered with, and programs connected. We also survey students annually on their satisfaction for tutoring and accommodation services. We also set goals for improving satisfaction and maintaining or growing percentages of the student body served in our retention-based services. Our primary focus is on growing service-based programs, such as tutoring, accommodation delivery, and proctoring.</p>
<p>Past Program Review Action</p> <p>What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?</p>	<p>The prior action plan included expanded use of Admission recruiters to provide dual credit placement testing in schools and expanded marketing of placement and tutoring services, including via social media. Currently, all schools who desire placement testing on site for dual credit placement are accommodated through our Admission recruiters. We have also expanded marketing of programs, including creating tutorial via You Tube and making a Canvas resource page for students. We also encourage instructors to link to our videos on their own pages.</p>
<p>Indicator: Need</p>	
<p>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?</p>	<p>No. While Accommodation for testing must be served per U.S. Statute 104, Section 309, which states that we “offer such examinations or courses in a place or manner accessible to persons with disabilities,” they do not HAVE to be administered in the Tutoring and Testing Center.</p>
<p>1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?</p>	<p>Placement assessment is currently necessary for students who do not have ACT/SAT or other measure for entry into English and Math course. Accommodation for testing must be served per U.S. Statute 104, Section 309, which states that we “offer such examinations or courses in a place or manner accessible to persons with disabilities” and we currently do that through the Tutoring Center. Other students, however, also need access to services for assistance in the courses for many reasons including inadequate prior schooling, long-term stop-outs, learning disabilities, and more in order to ensure successful completion. Need for services is based on its relation to enrollment, retention, and completion educational programs, as well as adhering to federal, state, and local laws and guidance.</p>

1.3 If applicable, what is the student usage for this program/service?	Our services are available to 100% of the student enrollment, excluding DOC. Usage varies based on courses utilizing proctoring services, enrollment in programs, and the college, and general need.
1.4 How does the student usage compare to assessed need of the program/service?	Proctoring and placement services are need based. Tutoring Center usage is lower than what would be desirable. The general consensus is that we would like to serve 10% of the full-time enrolled students through Tutoring Services. Currently, we serve 7-8%.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Current total operating budget is \$199,903.00 annually.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	The department is funded in-house through funding determined by the board of trustees. Monthly-based budgeting is in place to assure fiscal responsibility.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	The Tutoring and Testing Centers have established benchmarks based on previous terms, as well as percentage of enrolled students served. We also regularly examine similar services provided by peer institutions to ensure comparable services and seek ways to improve.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The college vets employees through background testing, committee-based hiring, and regular supervisory evaluations.

<p>3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about?</p> <p>How have these innovations had an impact on student success?</p>	<p>We have implemented a Canvas Resource page, a You Tube series for tutorials in high-priority issues, Zoom-based tutoring, expanded peer-tutoring and initiated peer-to-peer writing assistance.</p> <p>We have seen an increase in numbers of students seeking more various programs, including writing assistance and speech-giving assistance, and expanded assistance for source citations. We have also seen some Zoom tutoring. Instructors have linked to high-need You Tube videos on their own Canvas pages.</p>
<p>3.4 What are the strengths of this program or service?</p>	<p>The strengths of this program are that it seeks to serve as many students as possible in a warm, inviting, peer-saturated environment that embraces the hallmarks of diversity, equity, inclusion, and belonging. Student satisfaction is very high with tutoring services. Testing is generally well received for the friendly and competent staff and the availability of hours. The flexibility of the department is often commented on as a positive. We do institutional assessment of each department annually.</p>
<p>3.5 What are the challenges or weaknesses of the program/service?</p>	<p>Testing and Tutoring are often at odds for space usage as one requires silence and the other one is often more communicative. Engaging students in accessing tutoring services can be challenging due to barriers of time as well as perception of what can be offered. Other barriers include instructors being territorial about programs and subjects. Testing barriers are space related, including sound and ambient air temperature.</p>
<p>3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.</p>	<p>We use an annual survey of students to assess success of the program.</p>
<p>3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?</p>	<p>We assess student commentary and check in regularly with tutors and other staff for feedback, issues, and troubleshooting. Numbers of students served are assessed weekly for tutoring and testing. As changes in anticipated service are noted, solutions are implemented (for instance, a marketing campaign for tutoring or a check in with instructors on proctoring issues)</p>
<p>3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?</p>	<p>Students served for each discrete area, served by subject, exams delivered through proctoring, instructors served, accommodations delivered by accommodation type, tests and students served by type, etc.</p>

<p>3.9 Were there any identifiable equity gaps in the data? Please explain.</p>	<p>This data does not show clear equity gaps, as the data given does not have markers attached outside of pure numbers.</p>
<p>3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?</p>	<p>While the data itself is not showing much from that side of things, however, students in online-only courses and those at the extension sites are not utilizing the services of the tutoring center extensively. We are moving forward with Zoom-based tutoring options and increasing marketing about options in order to close those gaps.</p>
<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Tutoring is designed to help eliminate disparities in access to instruction by providing supplemental services, at no charge, to assist students. In addition, delivery of accommodations helps eliminate inequities by increasing access to education through services that promote academic success for students with varying documented needs. Proctoring allows for online students to have access to testing outside of traditional hours. Zoom-based tutoring also allows for tutoring of non-traditional students.</p>
<p>Review Results</p>	
<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ul style="list-style-type: none"> • Work with DEIB Coordinator to reassess method of collecting data to include markers for measuring for disparities (completed by September 2023) • Implement survey that includes these changes (December 2023) • Change to bi-annual assessment of students and services • Implement marketing that targets non-traditional and online students for online/remote-based tutoring (December 2023) • Work with architects to assess and fix sound barrier issues in Proctoring and Testing areas (estimated completion by December 2025)
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The Tutoring and Testing Center now houses the International Studies program and, as of April 2023, will also house the Diversity, Equity, Inclusion, and Belonging Coordinator for the college. As a result, we already have seen an increase in international students utilizing the tutoring center. Further we are working with our athletic coaches to provide closer services for tutoring for at-risk students, many of whom are BIPOC students brought in on athletic scholarships. We</p>

	hope to have the new DEIB coordinator assess services to help find ways to assess in order to eliminate these disparities in the Tutoring and Testing Centers specifically.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	This review finds that there are strengths in the Tutoring and Testing Centers that are often staff-based and weaknesses in institutional space and assessment choices. Future work on improvement will focus on those areas.
Resources Needed	<ul style="list-style-type: none"> • Training on assessment development • Space changes
Responsibility Who is responsible for completing or implementing the modifications?	The Director of Student Success 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:	2018-2023
Review Area:	Career Services
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.	Tina Moore – Director of Career Services
Mission How does the program/service contribute to the mission of the college?	Career Services empowers students to effectively communicate the skills they gained in their education and facilitates connections between students and employers in order to achieve their career and life goals.
Advancement of Equity How does the program/service help advance equity?	Career Services provides resources and services in a variety of ways in order to meet the diverse needs of students. The Career Services Canvas Resource Room (CSCRR) was developed and implemented in order to make resources readily available to all students. The resources in the CSCRR are available in multiple formats (e.g. print and video) to promote and advance equity.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/objectives of the program/service?	Career Services is committed to working with students to identify and develop skills that are critical to educational, personal, and professional success, including establishing a portfolio, building transferable skills, developing job search materials, and making professional connections. Preparing throughout their educational experience helps students achieve their goals.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Faculty engagement with and student usage of the CSCRR and Handshake, the department's job listing platform, continues to grow. This is measured through each program's analytics and through tracking the department's involvement with courses and number of students served throughout each semester.
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?	Career Services continues to revise and update information and resources and engage in outreach efforts to ensure students, faculty, and staff know about and have access to the information and resources.
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
1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i> ?	Career Services empowers students and graduates to effectively communicate their skills and experiences and connect with potential employers. This is an essential function so that students and graduates can reach the goals they have set for their career and life.
1.3 If applicable, what is the student usage for this program/service?	Hundreds of students enroll in the CSCRR each semester and usage of Handshake, which was implemented in Fall 2022, continues to grow. In addition, Career Services professionals work with academic programs across all seven divisions to create and teach program-specific career development curriculum. The resources and services available in Career Services are available to 100% of students, excluding DOC.
1.4 How does the student usage compare to assessed need of the program/service?	Career Services continuously strives to reach a higher percentage of students through outreach and collaborative efforts with faculty and other College departments. It is the belief of Career Services staff members that all students would benefit from our services, only 15-20% of students utilize the department.

Indicator: Cost	
2.1 What are the current expenditures of the department?	Current total operating budget is \$231,571.00 annually.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Career Services is funded in-house through a monthly-based budgeting process that is approved through the Board of Trustees.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Career Services has established benchmarks based on students served and curriculum taught in previous semesters. The department also keeps in contact with Career Services departments at peer institutions to compare services offered and to collaborate and share best practices.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Job descriptions are written, revised, and updated by those most familiar with the work and reviewed by Human Resources. HR posts position openings in ways that are most appropriate to the position and vets applicants to verify they meet relevant qualifications and pass required background checks. Interviews of potential employees are conducted by search teams made up by departmental staff, HR, and additional staff as appropriate.
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?	The development and implementation of the CSCRR has proven beneficial for students and faculty. Having access to the information 24/7 and having the resources provided in multiple modalities ensures that all students can receive assistance. In addition, Career Services implemented Handshake to facilitate connections between students/graduates and employers.
3.4 What are the strengths of this program or service?	Career Services staff members are committed to updating and creating resources to help students reach their goals. Our close connection to Academic Services allows us to reach students in their classrooms and provide resources and support they may not otherwise be aware of.

3.5 What are the challenges or weaknesses of the program/service?	Career Services is a very small department. With just three full-time staff positions, one of which has been empty for over a year, the department is taxed with providing services to the entire student body and the employers and citizens within the communities we serve. In addition, Covid-19 shutdowns and restrictions changed the landscape and Career Services is still working to reengage constituents, especially in the area of internships.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Career Services uses analytics data from Career Coach, the CSCRR, and Handshake, in addition to feedback from students and faculty. Career Services also participates in the College's mandated assessment system.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Career Services continuously evaluates services and resources through ongoing conversations with faculty and students. Staff members request feedback from all constituents and also discuss challenges and opportunities to build and offer stronger, more effective resources and services.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	The department did not collect disaggregated data during the evaluation period. Career Services team members are working to implement ways to capture this data in the future.
3.9 Were there any identifiable equity gaps in the data? Please explain.	The data that is available does not allow for the identification of equity gaps but the department ensures that services are equitable among all types of students regardless of race, gender, and socioeconomic status.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	While this type of data is not available, Career Services continuously seeks to serve more students through collaborative efforts with Academic Services, Workforce Development, and other Student Services departments. In addition, resources and services are offered through a variety of mediums so students can be served at times and in ways that work best for them.

<p>3.11 How does the program or service address inequities in instructional programs, if appropriate?</p>	<p>Career Services collaborates with instructional programs from all academic divisions to develop and teach program-specific curriculum to address the specific career development needs by industry.</p>
<p>Review Results</p>	
<p>Intended Action Steps</p> <p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<ol style="list-style-type: none"> 1. Work with Disability Equity Inclusion and Belonging (DEIB) Coordinator to assess methods of data collection and determine how to include markers for measuring equity gaps. (anticipated December 2023) 2. Implement assessment changes. (anticipated May 2024)
<p>To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The College is in the process of hiring a DEIB Coordinator and creating process for assessing and addressing DEIB issues.</p>
<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>This review notes that Career Services is staffed by individuals who care deeply about students and their success and who are committed to continuous improvement. Challenges include the small-size of the department, lack of physical and financial resources, and lack of physical resources.</p>
<p>Resources Needed</p>	<ol style="list-style-type: none"> 1. More professional staff members. 2. Additional physical and financial resources. 3. Institutional commitment to the career development of students. 4. Leadership and support in assessment development.
<p>Responsibility</p> <p>Who is responsible for completing or implementing the modifications?</p>	<p>Director of Career Services</p> <p>Internship and Employment Coordinator</p>

PRIOR REVIEW SUPPLEMENTAL INFORMATION

None to Report