

LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2021

Program Review Cover Page	
College	Lake Land College
District Number	51701
Contact Person (name, title, contact information)	Lisa Madlem Director of Academic Support & Assessment 217-234-5088 lmadlem@lakelandcollege.edu
Fiscal Year Reviewed:	2021
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
Career and Technical Education	3-143
Academic Disciplines	143-285
Cross-Disciplinary Instruction	286-291
Student and Academic Support Services	292-314
Prior Review Supplemental Information	315
Other Attachments As Necessary	316

CAREER AND TECHNICAL EDUCATION

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2016-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Diesel & Ag Power Technology	AAS.AG PWR	68	1.0205	CRT.AGPWR
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	<p>Agriculture Power & Diesel Technology is designed to give students skills in diesel machines, general overhaul, transmissions, electrical systems and the other skills required to operate as a technician. The program is also designed to develop students' skills in sales, parts and supplies in machinery dealerships. Students must purchase hand tools necessary for use in this program.</p> <ol style="list-style-type: none"> 1. Graduates of Ag Power Technology will be capable of attaining successful employment. 2. 80 % Ag Power Technology graduates will be satisfied with the technical training they received at Lake Land College 3. Graduates from the Ag Power Technology Associate in Applied Science degree program will be able to: Perform necessary mathematical calculations to solve common problems related to agricultural mechanics. 4. Diagnose and repair electrical systems on agricultural equipment using a digital multi-meter and equipment service manuals. 5. Diagnose and repair transmissions and related power train components on agricultural equipment given the necessary tools and manuals. 6. Diagnose and repair hydraulic systems and components on agricultural equipment given necessary tools and manuals. 7. Diagnose and repair gasoline and diesel engines and related components used on agricultural equipment with the necessary tools and manuals. 8. Diagnose and repair air conditioning systems used for agricultural equipment given the necessary tools and manuals. 9. Adjust, diagnose, and repair agricultural harvesting equipment given the necessary tools and manuals. 10. Diagnose, tune up, and repair small engines that power equipment used on agricultural and lawn and grounds care equipment given the necessary tools and manuals. 11. Diagnose problems of a diesel engine and determine if problem is fuel system related. <p>Ag Power</p>			
To what extent are these objectives being achieved? Please detail how achievement	Per the Ag Business program coordinator a five year average for achieving program objectives is 87%. An annual assessment is			

<p>of program objectives is being measured or assessed?</p>	<p>conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture and Diesel Truck information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag and Diesel Truck topics has been emphasized in all appropriate courses within the curriculum. Yes, more precision farming and Truck technology is being incorporated into exiting classes, a DACUM was completed to achieve this initiative.</p> <p>The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students.</p>
<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>Anthony Reinhart is the Diesel & Ag Power Technology Program Coordinator, Lisa Madlem, Director of Academic Support & Assessment (DASA), Dr. Lynn Breer, Director of Institutional Research (DIR) as well, Ryan Orrick Agriculture Division Chair.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review.</p> <p>Lisa Madlem, Director of Academic Support & Assessment, provides guidance and support for assessment</p> <p>Institutional Research: Lynn Breer provides information and analytics of programs and trends</p> <p>Dean of Guided Pathways: Darci Cather program maps and career pathways.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, no new findings or revisions are noted at this time.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The recommendation from the Ag advisory council is for students to maintain the current program requirement rigor to be competitive in the career. A reduction of 3 credit hours in a good faith effort to align with the 60 hours for a degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 65 hours beginning in FY2021.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<p>The national average shows a 7% increase in new openings, while the state average shows a 5% increase in new openings, and an average median salary of \$42,878 within the state and \$39,921 nationally.</p>

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The national average shows a 7% increase in new openings, while the state average shows a 5% increase in new openings.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>ONET</p>
<p>1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Several venues are explored to educate students on the lucrative career path for Ag Power here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE’s • Facebook Page • Farm Progress Show
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once the need/change is approved, I proceed to the curriculum committee with the needed changes.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>N/A</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was \$43,938 for 2019 2. Ag Power is a higher cost program with less return than other programs in the Ag Division. 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Most of the cost do not come from grant sources.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>A reduction in 4 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>There are several variables that go into the cost for the program so it is difficult to determine an exact one size fits all number. \$10,290.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not at this time</p>
Indicator 3: Quality	Response
<p>3.1 What are the program's strengths?</p>	<p>The strengths are the following:</p> <ol style="list-style-type: none"> 1. A talented student base 2. A rich agriculture area 3. Supportive industry partners that see and know the value of this program 4. Woody Reinhart is knowledgeable and devoted instructor
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>A significant decrease in program enrollment and a decrease in high school automotive mechanics programs are highly concerning for the viability of the program.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes heavily rely on shop time for learning purposes.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p>						
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, the Diesel & Ag Power Technology degree is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs.</p>						
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Simulation equipment is being secured to offer opportunities in precision farming and to provide instruction in hydraulics and electronic components.</p>						
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<table border="0"> <tr> <td>AGR-083-23682</td> <td>Small Engines</td> <td>Marshall</td> </tr> <tr> <td>AGR-083-42843</td> <td>Small Engines</td> <td>Okaw Valley</td> </tr> </table>	AGR-083-23682	Small Engines	Marshall	AGR-083-42843	Small Engines	Okaw Valley
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<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in an AAS degree will complete twenty-six weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division. Companies are invited in to speak to our classes. As well a communication board has been develop to alert students to internship opportunities. Our students are fortunate to network with Agriculture based companies such as John Deere, The Equity, CNH and JX Truck. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students.</p>						

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

<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Not applicable</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not applicable</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>A formal agreement with Southern Illinois University Carbondale is in place.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Southern Illinois University Carbondale</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Precision Technology, CNH and John Deere trainings are utilized to stay abreast to industry needs.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Simulation equipment, 25-computer station lab and a mobile tablet lab is utilized for students completing this degree. As well a precision planter, a Puma Case tractor with RTK and a 14foot sprayer is utilized in the agronomy area for precision training</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Annually, each course and program is assessed with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Where remarkable deficiencies in student success are realized that information is shared and adjustments are made.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Students noted a high satisfaction in employment preparation.</p>

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

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Diesel & Ag Power Technology				
CIP Code	1.0205				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	15	10	9	6
Number of Completers	2	9	1	7	5
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data shows that Diesel & Ag Power Technology is an important field of study for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or transfer to Southern Illinois University to complete a higher degree.				
What disaggregated data was reviewed?	With the implementation of data analytics, Lake Land College uses an analytic software called Tableau. This software provides us the ability to see the breakdown of Male to Female, Age distribution as well as success by the students' race for the 5-year review period. The Ag Power Program saw a total of 97.8% Males and 2.2% Females. The Age distribution was 82.8% from under 21, 16.2% from age group 21-23, <1% from 33-42 and <1% from 53-64. The race distribution was 96% white, <1% from American and Alaskan native, <1% from Asian, and 3% unknown.				
Were there gaps in the data? Please explain.	<p>The Diesel and Ag Power program does not closely mirror the college or community demographics.</p> <p style="text-align: center;">Gender 51% Female & 49% Male</p> <p style="text-align: center;">Age Distribution 47% Under 21, 33% 21-32, 10% 33-42, 7% 43-52, 3% 53-64 and <1% Over 65</p> <p style="text-align: center;">Race 88.5% White, 5% Black, <1% American/Alaskan Native, <1% Hawaiian and 6% Unknown</p>				
What is the college doing to overcome any identifiable gaps?	Continued and intentional efforts in recruiting a diverse student base and bringing awareness to the career opportunities as a Diesel Technician.				
Are the students served in this program representative of the	The program has close to a 100% male population and would not parallel the demographic of the student population.				

total student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	The program has close to a 100% male population and would not parallel the demographic of the district population.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Diesel & Ag Power program is an important major for students wanting to enter the mechanic industry. Emphasis on targeted recruitment and branding will be implemented to improve these areas.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	More emphasis will be placed on recruitment of students into the program and a continued effort in improving retention, persistence and completion data.
Resources Needed	Budget money to travel and effectively recruit prospective students into the Diesel & Ag Power career. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.
Responsibility Who is responsible for completing or implementing the modifications?	Ryan Orrick; Agriculture Division Chair and Woody Reinhart; Ag Power Program Coordinator

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2016-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Diesel & Ag Power Technology	CRT.A GWR	43	1.0204	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<p>Program Objectives What are the overarching objectives/goals of the program?</p>	<p>Ag Power Technology CRT.AGPWR</p> <ol style="list-style-type: none"> 1. Graduates of Ag Power Technology will be capable of attaining successful employment. 2. 100% Ag Power Technology graduates will be satisfied with the technical training they received at Lake Land College. 3. Graduates from Ag Power Tech certificate program will be able to perform necessary mathematical calculations to solve common problems related to agricultural mechanics: 4. Diagnose and repair electrical systems on agricultural equipment using a digital multi-meter and equipment service manuals. 5. Diagnose and repair hydraulic systems and components on agricultural equipment given necessary tools and manuals. 6. Diagnose and repair transmissions and related power train components on agricultural equipment given the necessary tools and manuals. 7. Diagnose and repair gasoline and diesel engines and related components used on agricultural equipment with the necessary tools and manuals. 8. Diagnose and repair air conditioning systems used for agricultural equipment given the necessary tools and manuals. 9. Adjust , diagnose, and repair agricultural harvesting equipment given the necessary tools and manuals 10. Diagnose, tune up, and repair small engines that power equipment used of agricultural and lawn and ground care equipment given the necessary tools and manuals. 11. Diagnose problems of a diesel engine and determine if problem is fuel system related. 			

<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>Per the Ag Business program coordinator a five year average for achieving program objectives is 87%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Upon recommendation from the Ag Advisory Council, faculty members have focused on integrating more Precision Agriculture and Diesel Truck information into the curriculum. This recommendation is based upon the evolving training needs of agri-businesses within our college district. The integration of Precision Ag and Diesel Truck topics has been emphasized in all appropriate courses within the curriculum. Yes, more precision farming and Truck technology is being incorporated into exiting classes, a DACUM was completed to achieve this initiative.</p> <p>The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students.</p>
<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>Anthony Reinhart is the Diesel & Ag Power Technology Program Coordinator, Lisa Madlem; Director of Academic Support & Assessment(DASA), Dr. Lynn Breer; Director of Institutional Research (DIR) As well, Ryan Orrick Agriculture Division Chair.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review.</p> <p>Director of Academic Support & Assessment: Lisa Madlem provides guidance and support for assessment</p> <p>Institutional Research: Lynn Breer provides information and analytics of programs and trends</p> <p>Dean of Guided Pathways: Darci Cather program maps and career pathways.</p>

CTE Program Review Analysis	
<p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, no new findings or revisions are noted at this time.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The recommendation from the Ag advisory council is for students to maintain the current program requirement rigor to be competitive in the career. A reduction of 13 credit hours in a good faith effort to align with the 30 hours for a degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 30 hours beginning in FY2021.</p>
Indicator 1: Need	Response
<p>1.1 What is the labor market demand for the program?</p>	<p>The national average shows a 7% increase in new openings, while the state average shows a 5% increase in new openings, and an average median salary of \$42,878 within the state and \$39,921 nationally.</p>
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<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>Several venues are explored to educate students on the lucrative career path for Ag Power here is a sample of those different initiatives:</p> <ul style="list-style-type: none"> • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference • Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE’s • Facebook Page • Farm Progress Show
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<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Due to the low enrollment of this program, several actions are taking place to help improve and enrich this program. Specifically in the areas of recruitment and marketing. More targeted recruitment efforts are being made to Dual Credit students As well, more recruitment efforts for the diesel transportation side is being implemented.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was \$12,573 for 2019 2. Ag Power is a higher cost program with less return than other programs in the Ag Division. 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies
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<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes heavily rely on shop time for learning purposes.</p>						
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB²? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2021</p>						
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, the Diesel & Ag Power Technology degree is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs.</p>						
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Simulation equipment is being secured to offer opportunities in precision farming and to provide instruction in hydraulics and electronic components.</p>						
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<table border="0"> <tr> <td>AGR-083-23682</td> <td>Small Engines</td> <td>Marshall</td> </tr> <tr> <td>AGR-083-42843</td> <td>Small Engines</td> <td>Okaw Valley</td> </tr> </table>	AGR-083-23682	Small Engines	Marshall	AGR-083-42843	Small Engines	Okaw Valley
AGR-083-23682	Small Engines	Marshall					
AGR-083-42843	Small Engines	Okaw Valley					

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

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing a certificate in Diesel and Ag Power Certificate. All students in an Ag Power Certificate degree will complete eight weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division. Companies are invited in to speak to our classes. As well a communication board has been develop to alert students to internship opportunities. Our students are fortunate to network with Agriculture based companies such as John Deere, The Equity, CNH and JX Truck. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Not applicable</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Not applicable</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>No</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>No formal articulation agreements with other institutions exist. The Diesel and Ag Power certificate stacks into the Diesel and Ag Power Certificate.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Southern Illinois University Carbondale</p>

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

3.24 How satisfied are employers in the preparation of the program's graduates?	Employer data from the performance review surveys show a 96% satisfaction rate of Lake Land College graduating sophomores
3.25 How is employer satisfaction information collected?	An annual performance review of certificate students.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	None at this time.

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

Enrollment continues to be a focus for the Diesel and Ag Power Program. Additional recruitment efforts and intentional marketing is showing a favorable direction in 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.

CTE Program	Diesel & Ag Power Technology				
CIP Code	1.0204				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	11	9	2	1
Number of Completers	6	7	7	7	2
Other (Please identify)					
How does the data support the program goals? Elaborate.	The data shows that Diesel & Ag Power Technology is an important field of study for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or stack into the Diesel and Ag Power AAS Degree.				

<p>What disaggregated data was reviewed?</p>	<p>With the implementation of data analytics, Lake Land College uses an analytic software called Tableau. This software provides us the ability to see the breakdown of Male to Female, Age distribution as well as success by the students' race for the 5-year review period. The Ag Power Program saw a total of 97.8% Males and 2.2% Females. The Age distribution was 82.8% from under 21, 16.2% from age group 21-23, <1% from 33-42 and <1% from 53-64. The race distribution was 96% white, <1% from American and Alaskan native, <1% from Asian, and 3% unknown.</p>
<p>Were there gaps in the data? Please explain.</p>	<p>The Diesel and Ag Power program does not closely mirror the college or community demographics.</p> <p style="text-align: center;">Gender 51% Female & 49% Male</p> <p style="text-align: center;">Age Distribution 47% Under 21, 33% 21-32, 10% 33-42, 7% 43-52, 3% 53-64 and <1% Over 65</p> <p style="text-align: center;">Race 88.5% White, 5% Black, <1% American/Alaskan Native, <1% Hawaiian and 6% Unknown</p>
<p>What is the college doing to overcome any identifiable gaps?</p>	<p>Continued and intentional efforts in recruiting a diverse student base and bringing awareness to the career opportunities as a Diesel Technician.</p>
<p>Are the students served in this program representative of the total student population? Please explain.</p>	<p>The program has close to a 100% male population and would not parallel the demographic of the student population.</p>
<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>The program has close to a 100% male population and would not parallel the demographic of the district 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 Diesel & Ag Power program is an important major for students wanting to enter the mechanic industry. Emphasis on targeted recruitment and branding will be implemented to improve these areas.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	More emphasis will be placed on recruitment of students into the program and a continued effort in improving retention, persistence and completion data.
Resources Needed	Budget money to travel and effectively recruit prospective students into the Diesel & Ag Power career. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.
Responsibility Who is responsible for completing or implementing the modifications?	Ryan Orrick; Agriculture Division Chair and Woody Reinhart; Ag Power Program Coordinator

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2016-2020		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
JOHN DEERE TECH	AAS.J DAT	68	1.0205	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<p>Program Objectives What are the overarching objectives/goals of the program?</p>		<p>A new generation of farm equipment demands a new generation of service technicians. To meet this demand, John Deere Company has created the John Deere Tech program and has selected Lake Land College as one of a limited number of North American sites.</p> <p>The John Deere Tech program, offered jointly by John Deere and Lake Land College in cooperation with John Deere dealers, offers students many unique opportunities including earning a salary while learning through on-the-job training at a participating dealership; training on the latest John Deere tractors, combines and implements and learning the newest diagnostic and servicing procedures.</p> <ol style="list-style-type: none"> 1. Graduates from the John Deere Tech program will be able to: Communicate effectively in an agriculture dealership service environment through the proper use of verbal and written techniques. 2. Demonstrate the ability to perform mathematical operations pertinent to an agricultural equipment dealership service program. 3. Diagnose and repair electrical systems on current John Deere equipment using a digital multimeter and equipment technical manuals. 4. Diagnose and repair hydraulic systems on current John Deere equipment using necessary measuring devices and equipment technical manuals. 5. Diagnose and repair engine systems on current John Deere equipment using the proper tools and equipment technical manuals. 		

	<p>6. Diagnose and repair air conditioning systems on current John Deere equipment using the proper tools and equipment technical manuals.</p> <p>7. Describe the operation and perform adjustments to current John Deere planting equipment.</p> <p>8. Describe the operation and perform adjustments to current John Deere lawn and grounds equipment.</p> <p>9. Graduates of the John Deere Tech program, employed as John Deere dealership technicians, will be technically proficient as judged by their respective employers.</p> <p>10. Diagnose and repair power train systems on current John Deere equipment using the proper tools and equipment technical manuals.</p> <p>11. Describe the operation and perform adjustments to current John Deere combines.</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>Per the John Deere Tech program coordinator a five year average for achieving program objectives is 88%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Upon recommendation of the John Deere Tech Advisory Council, more classes focused in the areas of hydraulics, electronics and sensor diagnostics are being implemented in existing class. Currently, a course in sprayer equipment is being explored as a result of the advisory council's recommendation.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Russell Neu; John Deere Tech Program Coordinator, Lisa Madlem; Director of Academic Support & Assessment (DASA), Dr. Lynn Breer; Director of Institutional Research (DIR) Matt Rodgers and Brent Curry that teach courses within this program to compile data to report into Weave. As well, Ryan Orrick Agriculture Division Chair.</p>
<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.</p>	<p>Outside of the Ag division faculty, several stakeholders provide an important role in this program review.</p> <p>Director of Academic Support & Assessment: Lisa Madlem provides guidance and support for assessment</p> <p>Institutional Research: Lynn Breer provides information and analytics of programs and trends</p> <p>Dean of Guided Pathways: Darci Cather program maps and career pathways.</p> <p>John Deere Company: Cooperate Sponsorship</p>

	<p>Multiple John Deere Dealerships: Partnerships for resources and student employment John Deere Advisory Council: Leadership and Guidance for instruction topics and scenarios for instruction.</p>
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Yes, no new findings or revisions are noted at this time.</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The recommendation from the Ag advisory council is for students to maintain the current program requirement rigor to be competitive in the career. A reduction of 3 credit hours in a good faith effort to align with the 60 hours for a degree goal will be implemented in 2021. As a result, students enrolled in this program will complete a total of 65 hours beginning in FY2021.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<p>The national average shows a 7% increase in new openings, while the state average shows a 5% increase in new openings, and an average median salary of \$47,221 within the state and \$44,549 nationally.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The national average shows a 7% increase in new openings, while the state average shows a 5% increase in new openings.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>ONET</p>

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

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>A profit and loss breakdown for each course and program is generated annually and is a part of a new initiative called Program Improvement and Enhancement.</p> <ol style="list-style-type: none"> 1. Tuition & Fees Plus Reimbursement Minus Instructional Costs was - \$25,234.20 for 2020 2. Annually, John Deere is more profitable than other mechanics centered programs on campus 3. The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Most of the cost do not come from grant sources.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>A reduction in 3 credit hours will be implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Several variables that calculate into the cost for the program so it is difficult to give an exact one size fits all number. \$10,600.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of financial aid, dealer sponsorships and scholarships are promoted to help with financial barriers to students.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not at this time</p>
Indicator 3: Quality	Response
<p>3.1 What are the program's strengths?</p>	<p>The strengths are the following:</p> <ol style="list-style-type: none"> 1. A talented student base 2. A rich agriculture area 3. The John Deere corporate sponsorship 4. The John Deere Tech faculty are knowledgeable 5. Dealership engagement and cooperation
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>A slight decrease in program enrollment and a decrease in high school automotive mechanics programs are highly concerning for the program.</p>

<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes heavily rely on shop time for learning purposes.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB³? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations. We anticipate this completion by FY 2022</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, the John Deere Technology degree is a career pathway program. Annually, a John Deere Tech advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Simulation and physical equipment is being secured to offer opportunities in precision farming and to provide instruction in hydraulics and electronic components.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>General education courses are recommended for students considering the John Deere Technology program.</p>

³ Program of study: a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, or local area; (D) progresses in specificity; (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Supervised Occupational Experience serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in an AAS degree will complete twenty-four weeks of on the job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division .Companies are invited in to speak to our classes. As well a communication board has been develop to alert students to internship opportunities. Our students are fortunate to network with Agriculture based companies such as John Deere. Many times these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>No, not at this time.</p>

3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	Service Advisor	Service ADVISOR 5
	Hydraulic Systems	Tech Systems - Hydraulic/Hydrostatic Systems 1
	Hydraulic Systems	Tech Systems - Hydraulic/Hydrostatic Systems 2
	Electrical Systems	Tech Systems - Electrical/Electronic Systems 1
	Electrical Systems	Tech Systems - Electrical/Electronic Systems 2
	Customer Service Skills	Customer Service Skills
	Business Systems	Dealer Path for Region 4
	Tires and Drivetrain	Basic Drivetrain
	Tires and Drivetrain	Tires Overview
	Advanced Hydraulics	Tech Systems - Hydraulic/Hydrostatic Systems 3
	Advanced Hydraulics	Tech Systems - Hydraulic/Hydrostatic Systems 4
	Advanced Electrical	Tech Systems - Electrical/Electronic Systems 3
	Advanced Electrical	Tech Systems - Electrical/Electronic Systems 4
	Service ADVISOR™ 5 Diagnostics	JDTech Service ADVISOR™ Methods & Techniques Assessment
	Hydraulic Diagnostics	JDTech Hydraulic Methods & Techniques Assessment (A&T Only)
	Electrical Diagnostics	JDTech Electrical Methods & Techniques Assessment (A&T Only)
	Engine 1	Introduction to Basic Diesel Engines
	Engine 1	Introduction to John Deere Diesel Engines
	Engine 1	Introduction to John Deere Power Systems
	Engine 2	Engine Air and Exhaust Systems Overview
	Engine 2	Engine Coolant Systems Overview
	Engine 2	Engine Electrical Systems Overview
	Engine 2	Engine Fuel Systems Overview
	Engine 2	Engine Lubrication Systems Overview
	Engine 3	Engine After treatment DOC/DPF Systems Overview
	Engine 3	Engine After treatment SCR Systems Overview
	CCMS	CCMS Overview
	Large Ag Product Application	(Multi) Tractor - 6M Technical Introduction MY20
	Large Ag Product Application	AMS - John Deere Precision Ag Technology Fundamentals I
	Large Ag Product Application	AMS - John Deere Precision Ag Technology Fundamentals II
	Large Ag Product Application	Tractor - 6E Technical Introduction (Recorded DLC)
	Large Ag Product Application	Tractor -7R and 8R MY20 Technical Introduction
Large Ag Product Application	Tractor - 9RX Narrow, Sales and Technical Introduction MY18	
Large Ag Product Application	Tractor - Service Essentials - 7R Series (MY 14)	
Large Ag Product Application	Tractor - Service Essentials 8R/8RT Series	

	Seeding/Planting	Planter - Technical Introduction
3.11 Is this an apprenticeship program? If so, please elaborate.	No	
3.12 If applicable, please list the licensure examination pass rate.		
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	A formal agreement with Southern Illinois University Carbondale and Murray State University is in place.	
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Murray State University	
3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences in Precision Technology, CNH and John Deere trainings are utilized to stay abreast to industry needs. John Deere Company has multiple instructor trainings each year that must be completed to stay updated on new equipment and diagnostics techniques.	
3.16 What is the status of the current technology and equipment used for this program?	Dealer equipment is utilized for in class labs, which would consist of all John Deere farm equipment. As well, several tools, diagnostic equipment and service advisor access is provided from John Deere corporate.	
3.17 What assessment methods are used to ensure student success?	Annually, each course and program is assessed with the Weave platform on Program Learning Outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports	
3.18 How are these results shared with others at the institution for continuous improvement?	An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.	
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Where remarkable deficiencies in student success are realized that information is shared and adjustments are made.	

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

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

A slight decline in enrollment is a concern for the John Deere Tech Program. Intentional focus in Social media marketing and high school visits are currently being implemented to progress enrollment. Cost recovery is routinely evaluated to enhance the breakeven for John Deere Tech.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2016 - 2021		
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
Early Childhood Care and Education	AAS.ECE	64.00	19.0709	25 Direct and Indirect Services to Children Level 1-6 Gateways 2 certificates available
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		This program provides the academic background and practical experience necessary to operate a private home day care and teach or direct in child care facilities. This program is suitable to individuals who enjoy working and teaching young children and to those having a caring and patient personality.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		13 Functional Areas Portfolio with exiting interview 250 hours total of Practicum Hours with a formal on site evaluation & an evaluation conducted by cooperating teacher. Creation of one learning center, one lesson plan, and two thematic units (one in ECE 083 and ECE 095). DCFS Rules and Regulations Tests / SIDS and Shaken Baby / CPR Training all at Lake Land College.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Previous program review five years ago. I would like to see previous program review from before I started employment 2017.		
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.		(D/C) Charlie Jarrell also teaches ECE-102 Health/Safety/Nutrition of the Young Child (PC) & Instructor: Tanille Ulm (DASA) / (DIR) Andrea Bright – Academic Counselor for Education Program		

<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 members: Shelli French ECDC Preschool in Effingham Eastern Illinois Child Resource and Referral – Tanille Ulm and Andrea Bright attend their bi-annual meetings on Eastern campus. Brad Wagner: Effingham Montessori School</p>																																
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>																																	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>Students do take a Placement test: testing them in Reading, English, and Math skills and places them in remedial courses if necessary.</p>																																
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Advisory council recommendation: passing Child Development C and above. All content centers around Gateways Early Childhood Competencies.</p>																																
<p>Indicator 1: Need</p>	<p>Response</p>																																
<p>1.1 What is the labor market demand for the program?</p>	<p>ONET link: https://www.onetonline.org/ Labeled as “Bright Outlook,” with several openings listed....especially in Special Education. IDES LWIA23 link: https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Preschool & Child Care</td> <td>47</td> <td>3</td> <td>6.38</td> <td>1</td> <td>2</td> <td>3</td> <td>0.62</td> </tr> <tr> <td></td> <td>50</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2016</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2026</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="margin-left: 100px;">exit transfer growth</p> <p>Annual Compound Growth: 0.62 Projected Jobs 2026 - 576,335</p>	Preschool & Child Care	47	3	6.38	1	2	3	0.62		50								2016								2026						
Preschool & Child Care	47	3	6.38	1	2	3	0.62																										
	50																																
	2016																																
	2026																																
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Average annual job openings 6.38 1 exit 2 transfers 0 growth Annual compound growth: 0.62 Base Year Employment: 2016 (47) 2026 (50) Numbers haven't changed or projected to rise too significantly</p>																																

<p>1.3 What labor market information sources are utilized?</p>	<p>ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/</p> <p>IDES: https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx LWIA23</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>Recruiting strategies have included: ~ We even start at the middle school level with promoting this program. Summer Camp, and SP/FA semester outreach Career Days. ~ Day of the Child at the Mattoon mall. ~Collaborating w/ high school vocational programs ~ Laker Visit Day presentations, tours, and follow up ~Career Day(fall and spring) with local high schools ~Kluth to present to several local high schools During COVID led zoom sessions with potentials.</p> <p>We are in a “state of crisis” in Illinois with teacher shortages, not only at ECE level, but all grade levels.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As new needs/changes are identified, a conversation with the Vice President of Academic Services takes place before proceeding. Once he has approved the needs/changes, proceed to the curriculum committee.</p> <p>We proceeded to Curriculum Committee to get a reduction in Student Teaching Hours from 250 to 180 under the recommendation from a representative at Gateways coming on campus for one day and suggesting we do so.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Resulted in a reduction of hours</p> <p>Revised recruitment will include our staff partnering closely with new childcare programs in Effingham and Mattoon in hopes to gain more students in our program as a result.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Program Improvement Enhancement (PIE)</p> <ul style="list-style-type: none"> • Travel costs increased due to lab closing. Supplies are ordered after a thorough inventory is conducted at the beginning of each semester and just varies. • Perkins helps tremendously when the needs arise. I believe our costs are down for this program due to not operating a child care lab. • Grants will be written IF needed
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Outside funding sources will be utilized if a child care lab is ever needed back on campus, however we plan to partner with the MHS vocational training team, as well as some programs that are developing (in their infancy stages) in Effingham and Shelbyville. There will always be a sustainability plan in place in the absence of funding and that would entail more grant writing.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>See 2.1 PIE statement</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Tuition fees: Additional purchases – \$65 Gateways Fee Tools, equipment, books. We offer: Perkins, FASFA completion, scholarships, Workforce Study Program, paying for practicum hours served.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>This review allowed our dept. to see gaps and ways we could partner better, maybe even with other communities other than Mattoon /Effingham.</p>

Indicator 3: Quality	Response
<p>3.1 What are the program's strengths?</p>	<p>Strong curriculum based alignment with required Gateways competencies. We pride ourselves in the partnerships we've developed with successful schools and centers for our students to not only complete practicum hours, but to establish relationships that could lead to potential employment.</p> <p>The pivot to the virtual environment has allowed me to put all my hands on instructional videos on my own website to better assist students.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Not enough students enrolling in this program. Some students are told (by HS guidance counselors) to avoid pursuing teaching due to the salary. We try to dispel any myths during visits and speaking engagement sessions and show them it is a promising field to enter.</p> <p>Program directors are always reaching out and desiring to partner with Lake Land to come in to classes to present about their programs, etc. Some directors have even asked if we could encourage students to apply even without a degree, because they are in desperate need to keep their doors open. The WEAKNESS with this is no attached social networking to reach former students....I set up an ECE ECI Facebook page and the former students have said how grateful they are for this to see postings of job openings.</p> <p>Enrollment continues to dip. This is a statewide trend with a "teacher shortage crisis," however the needs are being met of the dedicated individuals enrolled in the program</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Delivery Methods:</p> <ul style="list-style-type: none"> ~ Traditional format ~ Online ~ Hybrid ~ The only team-teaching we do is with experts from outside that offer training SIDS/Shaken Baby / Child Abuse they come in as guest speakers into ECE 110 and ECE 051. ~ I also have Tina Moore, Director of Career Services come into ECE 120 to help students prepare their professional documents needed to seek employment. <p>Second question: Course Persistence Report provides a summary of success rates for online and F2F course sections. See attached numbers!</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁴? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>This program of study is approved by ICCB as an essential program and is a CTE Perkins Program. This program needs to tap into all the valuable resources provided in the future.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>It does meet the definition of a career pathway program. In regards to the Guided Pathway Initiative, we have had several meetings to vertically articulate the courses & re-position a couple courses on the timeline. We agreed to reconvene and see if all the courses offered are necessary and what changes could be made to further improve the program. Nanny Child Care Provider has one course ECE 086 that rarely even goes, due to low enrollment.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>We used the SIMS Virtual Practicum and it worked wonderfully for our students during the pandemic. Examples: Simulation equipment, new approach to teaching and learning, etc. See my attached website flyer promoting web-based learning for all of my students in all of the programs.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Mattoon High School has offered ECE 083 Instructional Methods and ECE 081 Clinical as dual credit. I could see us expanding and offering this to even more schools. Communications have gone out in an effort to do so.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The students complete 250 hours of practicum in their local community centers, schools, and facilities with one formal and one informal evaluation at the end during Field Experience ECE 125. We also run each student through an eligibility check to see if they can be a Work-study Student and be paid for their practicum hours.</p>

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

<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Some students have desired to create the 13 Functional Areas CDA Portfolio. We are an entitled institution through Gateways of Illinois, therefore students getting their associate degree at Lake Land can graduate at a level 4 after paying the \$65 fee and sending their official transcripts to Gateways after applying.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students can receive stackable credentials, but most choose to graduate at level 4 through Gateways. This makes them more marketable when job searching.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>We do offer an Independent Study Course called Creative Play for a more one on one offering, as well as that Work-study opportunity as well. The students gain invaluable experience in all their practicums.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>Only a licensure exam if students wish to obtain their CDA. The final exam in ECE 125 does not constitute as a licensure exam, but does focus on the 13 Functional Areas required for a CDA.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Once we identify which objectives in our courses articulate or align with Gateways we submit the report, which allows us to be an entitled institution offering credentialing. We also do a vertical articulation plan based on Illinois Early Learning Standards and Guidelines.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>More partnerships are in the works to be developed after participation in Focus Group and Collaborative Zoom Calls in the near future mainly with Effingham and Mattoon.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Our department attends the two day conference provided by Gateways of Illinois. Those conference zooms have fallen right on the same two days Lake Land has provided their professional development sessions. Also have received Innovative Modality funding to not only attend, but present at the National Pre-K and Kindergarten conference in Chicago, OER conference in Los Angeles & Buffalo NY. Also attended the Big Ideas Conference in DC. Our ECE program even offered a Community Wide Teacher's Conference here on LLC campus with Illinois State Teacher of the Year: Lindsay Jansen and Monica Genta as the guest speakers.</p> <p>There are several Canvas and Weave sessions offered throughout the academic year.</p>

<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>D/C has provided us with smartboards and tablets, I utilize these for making some of the DCFS rules and regulations a little more bearable to learn. I have created my own website: http://www.heyteacherteacher.org - I transitioned my hands-on activities into videos for my students to access at any time to follow along.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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.</p> <p>In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>P/C has kept many of the objectives in place, but aligned them more closely with the competencies required by Gateways of Illinois. The method of delivery has been improved from overhead transparencies prior to 2018 to web-based.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Student surveys have revealed students feel prepared, but the clinicals were highly stressful.....this is why we sought out a reduction in hours. Students have expressed a desire for more in class time to work on portfolios and learning centers.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Noel-Levitz and CCSSE are each conducted on a three-year rotation. Also internships, SOE's student surveys.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Potential employers are eager to receive our students as practicum students and value the opportunity to provide them with a beneficial experience.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>It was wonderful before the pandemic....so we will need to get those meetings going again. The zooms were not well attended at all, except with Effingham Community based ECE leaders those zooms were very successful with all key committee members present and (Brad) added from the new Montessori School in Effingham.</p>

<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Very, they want us to touch a little bit more on professionalism – especially using cell phones during work hours. I intend to add an entire presentation on professionalism earlier on in Intro to ECE instead of waiting to cover that closer to when students graduate in ECE 120 Seminar.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>A survey goes out, but many provide that feedback in student evaluations and email communications with me. (Tanille Ulm) During on-site visits directors, principals, and representatives share info and impressions with me as a way to help the students succeed.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>There will be a plan of action put into place based on recommendations to increase quality.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>I know of at least 5 students that chose not to continue until they're able to be back in person, so hopefully will accumulate those students back and retain. The support services and course sequencing has been fine-tuned and works very well. On the flip-side now several students are accustomed to the virtual environment and wish to see that continue. I plan to adjust to fit the needs of my students better.</p>	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Early Childhood Education / NCCP (we only get one or two students enrolling in Nanny Care Provider per semester)				
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	45%	46%	47%	46%	43%
Number of Completers	61%	61%	64%	64%	62%
Other (Please identify)					
How does the data support the program goals? Elaborate.	These numbers reflect a need for improvement and it will be what we strive for moving forward. Accumulation and Retention always being the goal and significant importance for completion.				
What disaggregated data was reviewed?	See data on gender, race, ethnicity, disability, mode of course delivery, and age via Tableau at the bottom of this report. Last page.				
Were there gaps in the data? Please explain.	Significant gaps to report: not many males or individuals of different race / ethnicity joining this program.				
What is the college doing to overcome any identifiable gaps?	<p>D/C and P/C need to strategize coming out of pandemic to enhance recruitment efforts. Any gaps need addressed and equity across the board for all students. We are in a time where students want convenience and during these troubled times are needing instructors to be flexible. I think the quick pivot to virtual actually helped get some practices into play that could be impactful moving forward.</p> <p>Example: Due to college-wide enrollment issues, we continually explore and expand marketing and recruitment efforts.</p>				
Are the students served in this program representative of the total student population? Please explain.	Yes – we included the overall college data as well and although our program services a small amount of the student population, we included the data of all.				
Are the students served in this program representative of the	Yes				

district population? Please explain.	
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	<p>Some areas only need minor improvement, while others need significant modifications and effort.</p> <ul style="list-style-type: none"> ~ Accumulation needs improvement ~ Retention and completion: needs improvement ~ State-level problems affect our program and needs improvement.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	<p>Intended Action Statement:</p> <ul style="list-style-type: none"> ~ Continue all the Visit Days, Zoom recruiting, Career Days, Trio Junior High Summer Camp, etc. ~ Continue to partner with local high school vocational / career training – get in there early and often offering assistance, practicum students, etc. ~ Restore the relationships with directors / principals after a pandemic. Build strong relationships and partners to propel into the future. <p>TIMELINE begin working Summer 2021 to be prepared to launch a better program for FA21.</p>
Resources Needed	<p>We will discover more about what is needed in local focus and community groups we are currently involved with. Partnership is crucial.</p>
Responsibility Who is responsible for completing or implementing the modifications?	<p>D/C and P/C are mainly responsible. We need to do more at the local and state level to improve the areas in need of improvement.</p>

Early Childhood Programs						
GENDER	MALE	4%		FEMALE	96%	
AGE	<21	21-32	33-42	43-52	53-64	65+
	42%	46%	8%	3%	1%	0%
RACE	AMERICAN/ ALASKAN NATIVE	ASIAN	BLACK	HAWAIIAN	UNKNOWN	WHITE
	1%	0%	4%	0%	2%	93%

OVERALL COLLEGE DEMOGRAPHIC BREAKDOWN		
GENDER		
	F	51%
	M	49%
AGE		
	<21	47%
	21-32	33%
	33-42	10%
	43-52	7%
	53-64	3%
	65+	<1%
RACE		
	WHITE	89%
	AMERICAN/ALASKAN NATIVE	<1%
	BLACK	5%
	HAWAIIAN	<1%
	UNKNOWN	6%

**HEY
TEACHER
TEACHER**

FREE OPEN RESOURCES

KEY FOCUS

SHAPE **COLOR** **SIGHT WORDS**

HEY, TEACHER TEACHER
OPEN and STEAM/STEM Resources for Early Childhood Educators

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GIVING OUR BEST, TO OUR BEST, FOR OUR BEST

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2017-2020			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Child & Family Services	AAS	66.0	19.0709	Level 4 Gateways
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
<p>Program Objectives What are the overarching objectives/goals of the program?</p>	<p>The primary objective of the Child and Family Services program is to provide students who are interested in a career working with children and/or the family sector with the appropriate academic background and practical experience needed to successfully gain employment in a variety of job opportunities associated with this specific background. Employment opportunities include the following: parent advocate Parental model trainer Subsidy specialist Child care specialist Family aide specialist</p>			
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?</p>	<p>The program and objectives were designed and created as a transferable option to achieve a Bachelor of Science degree in family and consumer sciences with a focus in family service.</p> <p>Weave results and measuring tool used in assessment of program outcomes include but are not limited to the following: A counseling plan developed Mental health or calming down station created Art that relates more towards therapy Equity across the board for families (study)</p>			
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Previous program review five years ago shows a steady decrease in enrollment in this program: 2012: 20 students 2016: 12 students</p>			
<p>Review Team Please identify the names and titles of faculty and staff who were major</p>	<p>Division Chair (D/C) Program Coordinator (PC) Director of Academic Support & Assessment (DASA), Director of Institutional Research (DIR)</p>			

<p>participants in the review of this program.</p> <p>Also describe their role or engagement in this process.</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 members as well as any business partners.</p> <p>Barbara Warmoth – Director of Charleston Community Early Learning Center</p> <p>Maria Miller – Child Abuse Investigator DCFS</p> <p>Life Links Team: Jennifer Slightom</p> <p>CASA, CEAD, SACIS, HOPE, and Salvation Army</p> <p>Mattoon, Cheryl Lee: Fit-2-Serve,</p>

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.

<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 prerequisites and minimum placement test scores for this program, as well as some courses only offered fall semester and some only offered spring semesters.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Lake Land College catalog and the website provides an explanation of the courses along with a course description. The content recently has been customized to what is more accurate in their field...whereas before it was ECE based.</p>
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Indicator 1: Need	Response
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<p>1.1 What is the labor market demand for the program?</p>	<p>Source: Local workforce areas LWIA23</p> <p>Base employment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Child</td> <td></td> </tr> <tr> <td>Family</td> <td></td> </tr> <tr> <td>Services</td> <td></td> </tr> <tr> <td>Social</td> <td>2016</td> <td>2026</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Workers</td> <td>262</td> <td>275</td> <td>13</td> <td>5</td> <td>Exits</td> <td>10</td> <td>17</td> <td>1</td> <td>28</td> <td>0.49</td> </tr> <tr> <td></td> <td colspan="4" style="text-align: center;">Projected Year</td> <td></td> <td colspan="2" style="text-align: center;">transfers</td> <td></td> <td colspan="2" style="text-align: center;">Annual Compound Growth</td> </tr> </table>	Child											Family											Services											Social	2016	2026									Workers	262	275	13	5	Exits	10	17	1	28	0.49		Projected Year					transfers			Annual Compound Growth	
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	Projected Year					transfers			Annual Compound Growth																																																										

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Long-term occupational projections within sites list above is 1.1.</p>
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<p>1.3 What labor market information sources are utilized?</p>	<p>Source is IDES (areas LWIA23): Exits: 10 Transfers: 17 Growth: 1 Total: 28 Annual Compound Growth: 0.49</p> <p>2016-2026 Employment Change Number: 13 Percent: 5</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>Recruiting strategies for this programs: ~ Laker Visit Day ~ Individual Tours ~ Career Days both at middle level / high school level at Lake Land and Kluthe ~Trio Summer Camp ~ Career Day in October we have a panel of experts from the outside come in and talk to the potential students.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>The only change we identified was a reduction in Field Experience Practicum hours, which was taken to the Vice President of Academic Services and then onto the curriculum committee.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>After having a PIES meeting, we discussed why the numbers were low. Of course there has been a steady decline since 2013, but I have also steered students into Helen Hendren’s program of social work, because several of these students have been confused or misguided and really wanted social work for all ages rather than working directly with children.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Program Improvement Enhancement (PIE)</p> <ul style="list-style-type: none"> • Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc. • All programs have similar costs, but may not have labs. • Tuition, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc.
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>I believe more grant funding needs to be found and an effort made to acquire.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>See 2.1 PIE statement</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Tuition, fees additional purchases – tools, equipment, books. Perkins, FASFA completion, scholarships as well as emergency funding.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No</p>

Indicator 3: Quality	Response
3.1 What are the program’s strengths?	At the beginning it was clear the curriculum favored ECE, so targeted efforts have been made to tailor the curriculum to add more “closely related” material for being a specialist, case worker, trainer, or advocate of a child of different ages.
3.2 What are the identified or potential weaknesses of the program?	Many of the local agencies will not accept practicum students unless they are at the bachelor level. DCFS will not accept any student obtaining an associate degree. SACIS requires students to go through additional training hours (students don’t seem to be willing to do additional training) If students are willing to do their practicum / internship in Charleston/ Mattoon, it is sometimes difficult finding them a suitable placement. Students also have an impression they will just need to get an associate degree, while many of these agencies require a bachelor degree.
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	<p>Delivery Methods include:</p> <ul style="list-style-type: none"> ~traditional format ~online ~hybrid <p>Course Persistence Report is attached and provides a summary of success rates for online and F2F course sections.</p>
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ⁵ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	Students are ran through an eligibility check through Danielle Downs to see if they are eligible for the work study program.

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

<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Guided Pathway Initiative – We have met several times to discuss the courses and the timeline for completing those courses.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Examples: Simulation equipment, new approach to teaching and learning, etc.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Many of the local high schools offer some of the PSY courses as a dual credit option such as Child Development, Instructional Methods, and Clinical. Mattoon High School offers this as an entire year vocational /career training option.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The experts at DCFS and Child Care Resource and Referral come in as guest speakers to Lake Land and offer a certificate of participation and this goes into the registry through Gateways. Students complete over 150 hours of practical experience in a location of their choice.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Students are given the tools to focus on the CDA 13 Functional Areas and several obtain continuing DCFS hours right at Lake Land College as well as CPR certification through American Red Cross.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students are able to receive their Family Specialist Credential for professionals who provide direct services to children and families, such as an advocate or case worker. Because Lake Land College is an entitled institution through Gateways to Opportunity: Illinois Professional Development System students can graduate LLC with the necessary credentials after completing the courses, paying the fee, registering, and sending their official transcripts to the Gateways office.</p>

<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>They do practicum Field Experience hours upon graduating Lake Land College.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>No Licensure exam for Child and Family Services, however many students enter Family and Consumer Sciences at EIU or other universities.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We have a two-plus-two agreement with Eastern Illinois University. Several of the professors at EIU have provided me with their curriculum on CD-ROM and shared Google Drive to articulate and align curriculum better.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Pre-Covid wonderful partnerships were formed with SACIS, CEAD, Life Links, ERBA, and other programs. Hoping to re-establish those relationships.</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>For full-time faculty we have professional development sessions, however Gateways sessions have fallen on the same days and times as Lake Land College Professional Development sessions.</p> <p>In addition, there are several Canvas (LMS) and Weave (assessment software) sessions offered throughout the academic year.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Technology used is sufficient.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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.</p> <p>In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p>

<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>A shift from heavy on ECE to include more assignments and tasks that is closer to the field of Child and Family Services has been incorporated.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Student survey has revealed students want less ECE and more Child Family Services work given to them. Clinicals prepare and have often led to employment.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Noel-Levitz and CCSSE are each conducted on a three-year rotation. Also internships, SOE's student surveys.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>P/C has an on-site meeting with the agency representatives generally with the practicum student. Tough conversations have happened with direct feedback given to students (sometimes not what they were expecting to hear). I generally follow up even after that on-site meet up.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee is so willing to come onto our campus not only to present during career and visit days to serve on a Q & A panel, but also they have come into our classes and invited students to their events or to pursue training and internships with them. It's a wonderful partnership.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Future employers really want to see these students advance and obtain a bachelor degree which is the complete opposite of the ECE program.....directors email me and are willing to take students without a degree, because they are in desperate need for teachers and teacher assistants.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>Follow up conversations even after that formal on-site evaluation meeting.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Modifications are needed to the curriculum to ensure students who are in this major are feeling prepared for the career path they have chosen, which is sometimes not even ECE driven.</p>

<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>					
There have not been any barriers while implementing the program...there have been several instances of students needing to be steered to social work with all ages rather than have them continue in this program when they have no desire to work with children. Going to continue the agreement with Eastern for a smooth transition from associate degree earners to go on and get their bachelor degree.					
Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	Child and Family Services(Associate in Applied Science AAS.CFS)				
CIP Code	19.0709				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	6	3	3	1
Number of Completers	2	6	3	3	1
Other (Please identify)					
How does the data support the program goals? Elaborate.	Marketing efforts need to continue to increase enrollment in this program.				
What disaggregated data was reviewed?	Data is available to review by gender, race, ethnicity, disability, mode of course delivery, and age via Tableau and Lisa Cole at the end of this report.				
Were there gaps in the data? Please explain.	College wide gaps – but no significant gaps to report from the disaggregated data.				
What is the college doing to overcome any identifiable gaps?	Due to college-wide enrollment issues, we continually explore and expand marketing and recruitment efforts. I do know the college has had success reaching the non-traditional students and several have enrolled in my program after spending a considerable amount of time in a totally different career.				
Are the students served in this program representative of the total	No.				

student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	No.
Review Results	
Action	<input checked="" type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Identifying some areas that need improvement: marketing and promotion. By fall of 2021, hoping to have impressive flyers created to distribute during visit days.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We plan to work with Marketing and PR to create a flyer specifically for Child and Family Services since the push has always been ECE during visit days and Career fairs.
Resources Needed	More connections with local high school vocational program leaders. Travel money reimbursement to go speak to high school students.
Responsibility Who is responsible for completing or implementing the modifications?	The D/C and P/C will be completing and implementing the modifications.

Degrees & Certs % of Degrees/ Certs by Division /Total Degrees and certificates

AAS.CFS

2015 – 2016: 2 1.6% 0.2%

2016 – 2017: 6 4.7% 0.5%

2017 – 2018: 3 2.3% 0.2%

2018-2019: 3 2.0% 0.2%

2019-2020: 0 0.0% 0.0

Early Childhood Programs						
GENDER	MALE	4%		FEMALE	96%	
AGE	<21	21-32	33-42	43-52	53-64	65+
	42%	46%	8%	3%	1%	0%
RACE	AMERICAN/ ALASKAN NATIVE	ASIAN	BLACK	HAWAIIAN	UNKNOWN	WHITE
	1%	0%	4%	0%	2%	93%

Child and Family Services should have maybe been its own separate reporting, but here is ECE programs.

OVERALL COLLEGE DEMOGRAPHIC BREAKDOWN		
GENDER		
	F	51%
	M	49%
AGE		
	<21	47%
	21-32	33%
	33-42	10%
	43-52	7%
	53-64	3%
	65+	<1%
RACE		
	WHITE	89%
	AMERICAN/ALASKAN NATIVE	<1%
	BLACK	5%
	HAWAIIAN	<1%
	UNKNOWN	6%

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2015-2020			
Program Identification Information				
	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Paraprofessional Education	AAS.PR PRO	37.0 / 66.0	13.1501	1 year or 2 year program
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	This program is designed to provide students with the knowledge base & practical skills necessary for assisting teachers in a public school setting. This degree is suited for individuals who desire a career working with children in an educational learning environment.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	Weave results / measuring tool used to measure the students complete a portfolio. In response to the NCLB act, this degree meets the recommended curriculum outlined by ISBE.			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Looks like similar results from 2012 – 2016 continue with minor improvement, but I would like to add I feel like the program could use significant modifications. It only serves approx. 1 to 2 students per 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.	(D/C) Charlie Jarrell (PC) Tanille Ulm EDU200/210/190: Kim Davis EDU 103: Marcy Satterwhite Director of Academic Support & Assessment (DASA) Director of Institutional Research (DIR)			
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	Advisory council members / business partners. Terri Hays – currently a substitute, but was a former parapro at Jefferson School Julie Viertel – EIU EDU Knovelle McClain – paraprofessional at Mark Twain			

<p>Also describe their role or engagement in this process.</p>	
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>~Placement scores / Composition I Pathway & remedial courses may be needed</p> <p>~Course requires a 30 hour practicum experience</p>
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Lake Land College catalog. The content provides experiences for students to gain knowledge on best practices for assisting the lead teacher in any grade level desired.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<p>Base Year Employment 2016: 1,132 Projected Year Employment 2026: 1,176</p> <p><u>2016 – 2026 Employment Change</u> Number: 44 Percent: 3.89</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>Long-term occupational projections do not show a change in numbers.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>Teacher Assistants Exits: 63 Transfer: 53 Growth: 4 Total: 120 Annual Compound Growth: 0.38</p> <p>Resource utilized is IDES. IDES link: https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx Report: local workforce areas LWIA23.</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>Major recruiting strategies are needed for this program. Prior to this program being added under ECE / Child FS Paraprofessional program was taken care of at the Work Study offices in town with one person assigned to this. I think the program was thriving much better than it is now. There is a huge need for good quality paraprofessionals and several school principals are accepting ECE majors to fill these positions.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Use the following standard language or include your own please:</p> <p>We have had several conversations while looking at the PIE reports and how this program is really struggling. We only get a handful of students pursuing this program. The curriculum committee I believe was examining if we were going to continue having the students enroll in Blackhawk College for LIT 150.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Perhaps having one person over just this program could really make it soar.</p> <p>Principals are willing to take individuals and put them into this career with just test scores and no degree, because of desperate need. Illinois is not only in a teacher crisis, but a lack of paraprofessionals as well as substitute teachers.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Program Improvement Enhancement (PIE)</p> <ul style="list-style-type: none"> • Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc. • All programs have similar costs, but may not have labs. • Tuition, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc.

<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>We don't have grant funding in place at all.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>See 2.1 PIE statement</p>
<p>2.4 What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program?</p>	<p>Tuition, fees additional purchases – tools, equipment, books. Perkins, FASFA completion, scholarships as well as emergency funding.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<p>The students that have completed the program and graduated found employment quickly and had high marks during their practicum.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Not many students entering this program or just passing the test and not seeking out a degree or certificate. No one is seeking the CRT.PRPRO since 2015. Is this certificate needed?</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>What are the delivery methods of this program? ~ Traditional format ~ Online ~ Hybrid Course Persistence Report provides a summary of success rates for online and F2F course sections.</p>

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁶? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>If it is not part of the Perkins V program it would be nice if it could be. We would run students through an eligibility check to see if they could be considered as a work study student.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p><u>Guided Pathway Initiative:</u> Paraprofessional majors partner with schools / cooperating teachers to gain on-the-job training</p> <p>Paraprofessionals enrolled in this program take EDU 210 to learn how to work cooperatively with individuals with diverse backgrounds.</p> <p>I would encourage moving forward we need to be clear that students should take the Paraprofessional test then decide if they would like to enroll in the 1 year or 2 year AAS.PRPRO program based on their what their community needs are.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>Simulation equipment SIMS School Virtual Practicum Training, new approaches to teaching and learning, etc. Pairing up with Independent Study I/T and our Paraprofessionals to create videos, blogs, and vlogs with hands on activities. Three students have participated in this type of learning activity and one I/T Independent Study did the filming.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>High schools have offered several of the pre-requisites for the program.</p>

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

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>No need for improvement here. All on-site evaluations have proven that the paraprofessionals doing their practicum hours in their local communities are thriving and generally get employed soon after graduation at the location where they completed their practicum. Our students have made excellent impressions on those local districts.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>There is additional training students can receive through local ROEs.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Gateways doesn't have a program I believe for Paraprofessionals, if they do in the future...we should have our students enroll in their registry.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>Students do complete over 150 hours in a practicum setting before graduating at Lake Land College.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>Pass rate is successful, I would love to see the numbers of who goes on and completes the program.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Cooperating teachers must agree to host a practicum student for this program. We reach out at the beginning of each semester for approval and find an alternative location if we do not receive approval.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>We already have firm partnerships and collaboration in place. Several school districts welcome paraprofessional practicum students with open arms.</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>For full-time faculty, I referred to the contract. Additional training that might be useful is 1.) Seeing the exam given 2.) Seeing the numbers of individuals that pass/fail and what steps they take next after the exam.</p> <p>In addition, there are several Canvas (LMS) and Weave (assessment software) sessions offered throughout the academic year.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>We have sufficient equipment and no new needs for this program at this time.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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.</p> <p>In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>P/C has added elements to the overall portfolio that must be created (a 3 ring binder) before graduating Lake Land College. Before it was geared more toward ECE, but improvements have been made to make it field specific. Child Family Services has a portfolio that looks quite differently than ECE. Paraprofessionals portfolio reflects more of how they can be of more assistance to the lead teacher.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Student surveys have revealed overall satisfaction (SOE, clinicals, etc.) One student wished there were better electives to choose from for the program.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Noel-Levitz and CCSSE are each conducted on a three-year rotation. Also internships, SOE's student surveys.</p>

<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Work-based learning opportunities through practicum placements.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>We will pick up where we left off pre-Covid and get back on the right track. Several of the advisory committee members intend to continue being a guest speaker via zoom rather than in person.</p>
<p>3.24 How satisfied are employers in the preparation of the program’s graduates?</p>	<p>Overall significant satisfaction</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>Onsite discussion at the end – formal meeting</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Hoping to increase communication between departments.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>No barriers encountered. We have found excellent placements for the very few that are enrolled in the AAS.PRPRO. The CRT.PRPRO hasn’t had anyone enrolled since before 2015.</p>	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	AAS.PRPRO / CRT.PRPRO Paraprofessional Education (sometimes referred as Teacher Assistant)				
CIP Code	13.1501				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	50%	52%	58%	58%	52%
Number of Completers	55%	56%	62%	64%	56%
Other (Please identify)					
How does the data support the program goals? Elaborate.	D/C and P/C needs to identify goals moving forward. I believe we will continue to encourage enrollment into the certificate or associate degree program even after passing the exam.				
What disaggregated data was reviewed?	See the data at the end of this report OVERALL College breakdown of: gender, race, ethnicity, disability, mode of course delivery, and age via Tableau.				
Were there gaps in the data? Please explain.	There are only one or two students enrolled in this program per year....mostly female, however we have had one male who was deaf.				
What is the college doing to overcome any identifiable gaps?	Example: Due to college-wide enrollment issues, we continually explore and expand marketing and recruitment efforts. This will expand to entice potential students to seek the degree rather than just complete and pass the exam. They will be more marketable even if they get an ECE degree or a 1 year certificate than no additional schooling or training.				
Are the students served in this program representative of the total student population? Please explain.	As mentioned before enrollment in this program is low, but is appropriate training for the career workforce.				
Are the students served in this program representative of the district population? Please explain.	Yes and most return to their local communities for practicum hours and then onto employment.				

Review Results	
Action	<input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	D/C and P/C may need to identify all the goals for action to significantly modify this program's recruitment efforts.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	FA 2021: determine a timeline for reaching more potential students. I've never seen names or info of individuals who have even taken, passed, or failed the paraprofessional exam. I could reach out in an effort to have them join the program if I had their contact info.
Resources Needed	I would like to see the Paraprofessional test that is administered, please. I would like to see communication open up between the tester with results and our department.
Responsibility Who is responsible for completing or implementing the modifications?	D/C and P/C will be responsible for implementing changes.

OVERALL COLLEGE DEMOGRAPHIC BREAKDOWN			
GENDER			
	F	51%	
	M	49%	
AGE			
	<21	47%	
	21-32	33%	
	33-42	10%	
	43-52	7%	
	53-64	3%	
	65+	<1%	
RACE			
	WHITE	89%	
	AMERICAN/ALASKAN NATIVE	<1%	
	BLACK	5%	
	HAWAIIAN	<1%	
	UNKNOWN	6%	

AAS.PRPRO

of Degrees and Certs / % of Degrees Certs by Division / % Total Degrees and Certs:

2015 - 2016: 3 2.4% 0.3%

CRT.PRPRO 0 0.0% 0.0% 0

2016 - 2017: 1 0.8% 0.1%

0.0% 0.0% 0 0.0% 0.0% 0 0.0%

0.0% 0 0.0% 0.0%

2017 - 2018: 0 0.0% 0.0%

2018 – 2019: 1 0.7% 0.1%

2019 – 2020: 0 0.0% 0.0%

Is the Certificate for
Paraprofessional even needed?

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2018 - 2021		
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
Nanny Child Care Provider	CRT.NCCP	34.00	19.0709	This is a certificate that many ECE and FS majors try to obtain in addition to their AAS
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		This program prepares the student for the care of children in a live-out or live-in family-oriented setting. In addition to developing the skills and knowledge needed to provide for the child's physical, intellectual, emotional and social well-being, the nanny will acquire basic home management skills. Emphasis is also given to interpersonal relationships since the nanny is often considered a member of the family.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		~180 hours total of Practicum Hours with a formal on site evaluation & an evaluation conducted by cooperating teacher. ~DCFS Rules and Regulations Tests / SIDS and Shaken Baby / CPR Training all at Lake Land College. ~Portfolio full of ideas for creative play as well as professional documents.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Previous program review five years ago.		
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.		(D/C) Charlie Jarrell also teaches ECE-102 Health/Safety/Nutrition of the Young Child (PC) & Instructor: Tanille Ulm (DASA) / (DIR) Andrea Bright – Academic Counselor for Education Program		

<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 members: Shelli French ECDC Preschool in Effingham Eastern Illinois Child Resource and Referral – Tanille Ulm and Andrea Bright attend their bi-annual meetings on Eastern campus. Brad Wagner: Effingham Montessori School</p>																																
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>																																	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>A “C” Average is required of all Early Childhood Care and Education Core Classes and must be maintained by students prior to enrolling in ECE 125.</p> <p>ECE 120 and 125 must be taken the same semester.</p> <p>Students take a Placement test: testing them in Reading, English, and Math skills and places them in remedial courses if necessary.</p>																																
<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>Lake Land College catalog. D /C and P/C will identify.</p> <p>Advisory council recommendation: Child Development, Responding to Emergencies, Health/Safety/Nutrition/Young Child and Nanny/Family Relations – “C” and above. All content centers around Gateways Early Childhood Competencies.</p>																																
<p>Indicator 1: Need</p>	<p>Response</p>																																
<p>1.1 What is the labor market demand for the program?</p>	<p>ONET link: https://www.onetonline.org/ Labeled as “Bright Outlook,” with several openings listed....especially in Special Education. IDES LWIA23 link: https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx</p> <table border="0" style="margin-left: 40px;"> <tr> <td>Child Care Worker /</td> <td>47</td> <td>3</td> <td>6.38</td> <td>1</td> <td>2</td> <td>3</td> <td>0.62</td> </tr> <tr> <td>NCP</td> <td>50</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2016</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>2026</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>exit transfer growth</td> </tr> </table> <p>Annual Compound Growth: 0.62 Projected Jobs 2026 - 576,335</p>	Child Care Worker /	47	3	6.38	1	2	3	0.62	NCP	50								2016								2026						exit transfer growth
Child Care Worker /	47	3	6.38	1	2	3	0.62																										
NCP	50																																
	2016																																
	2026						exit transfer growth																										

<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>Average annual job openings 6.38 1 exit 2 transfers 0 growth Annual compound growth: 0.62 Base Year Employment: 2016 (47) 2026 (50) Numbers haven't changed or projected to rise too significantly</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>ONETonline.org for national and state labor market. ONET link: https://www.onetonline.org/ IDES. IDES link: https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx</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>Recruiting strategies have included: ~ I mention the Nanny Care during Trio Summer Camp, and SP/FA semester outreach Career Days. ~ This certificate is mentioned during Laker Visit Day presentations, tours, and follow up ~Career Day(fall and spring) with local high schools ~Kluthe to present to several local high schools</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As new needs/changes are identified, a conversation with the Vice President of Academic Services takes place before proceeding. Once he has approved the needs/changes, proceed to the curriculum committee. We proceeded to Curriculum Committee to get a reduction in Student Teaching Hours from 250 to 180 under the recommendation from a representative at Gateways coming on campus for one day and suggesting we do so.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Resulted in a reduction of hours Revised recruitment will include our staff partnering closely with new childcare programs in Effingham and Mattoon in hopes to gain more students in our program as a result.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Program Improvement Enhancement (PIE)</p> <ul style="list-style-type: none"> • Travel costs increased due to lab closing. Supplies are ordered after a thorough inventory is conducted at the beginning of each semester and just varies. • Perkins helps tremendously when the needs arise. I believe our costs are down for this program due to not operating a child care lab. • Grants will be written IF needed
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>There will be a sustainability plan in place in the absence of funding and that would entail more grant writing. Many of the students seeking the CRT.NCCP check to see if they are eligible for the work study program and they get reimbursement for all practicum hours recorded.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>See 2.1 PIE statement</p> <p>There are not many students entering and/or completing this certificate. I've encouraged some students to tack it on as a way to make themselves more marketable.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Tuition fees: Additional purchases equipment, books. We offer: Perkins, FASFA completion, scholarships, Workforce Study Program, paying for practicum hours served.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>This review allowed our dept. to see gaps and ways we could partner better, maybe even with other communities other than Mattoon /Effingham.</p>
Indicator 3: Quality	Response
<p>3.1 What are the program's strengths?</p>	<p>Strong curriculum based alignment with required Gateways competencies. We pride ourselves in the partnerships we've developed with successful schools and centers for our students to not only complete practicum hours, but to establish relationships that could lead to potential employment.</p> <p>The pivot to the virtual environment has allowed me to put all my hands on instructional videos on my own website to better assist students.</p>

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Enrollment in this program has typically been low.</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Delivery Methods: ~ Traditional format ~ Online ~ Hybrid ~ The only team-teaching we do is with experts from outside that offer training SIDS/Shaken Baby / Child Abuse they come in as guest speakers into ECE 110 and ECE 051. ~ I also have Tina Moore come into ECE 120 to help students prepare their professional documents needed to seek employment. Course Persistence Report provides a summary of success rates for online and F2F course sections.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁷? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>This program of study is approved by ICCB as an essential program and is a CTE Perkins Program. This program needs to tap into all the valuable resources provided in the future.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>It does meet the career pathways. Nanny Child Care Provider has one course ECE 086 that rarely even goes, due to low enrollment.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>A Nanny Care Provider handbook has been created and there are plans to make improvement for providing a “whole child” experience with the nanny and the children he or she cares for.</p>

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

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Effingham is looking at what courses can be offered at the high school level, due to students expressing an interest in the Nanny Care program. Mattoon High School has offered ECE 083 Instructional Methods and ECE 081 Clinical as dual credit. I could see us expanding and offering this to even more schools. Communications have gone out in an effort to do so.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The students complete 250 hours of practicum in their local community centers, schools, and facilities with one formal and one informal evaluation at the end during Field Experience ECE 125. We also run each student through an eligibility check to see if they can be a work study and be paid for their practicum hours.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Parents who are hiring have asked to view student's CDA Portfolio, so we prepare that prior to graduation with 13 common functional Child Care areas. We are an entitled institution through Gateways of Illinois, therefore students getting their associate degree at Lake Land can graduate at a level 4.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students can receive stackable credentials, but most choose to graduate at level 4 through Gateways. This makes them more marketable when job searching.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>The students gain invaluable experience in all their practicum settings.</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>Only a licensure exam if students with to obtain their CDA. The final exam in ECE 125 does not constitute as a licensure exam, but does focus on the 13 Functional Areas required for a CDA.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>Once we identify which objectives in our courses articulate or align with Gateways we submit the report, which allows us to be an entitled institution offering credentialing. We also do a vertical articulation plan based on Illinois Early Learning Standards and Guidelines.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>We look at a more national scope..... care.com and how individuals can seek out employment in this field after graduation.</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Lake Land provides professional development sessions.</p> <p>There are several Canvas and Weave sessions offered throughout the academic year.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>D/C has secured smartboards for us and we offer training using the smartboard as well as students have access to two teacher workrooms.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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.</p> <p>In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>P/C has kept many of the objectives in place, but aligned them more closely with the competencies required by Gateways of Illinois and an emphasis on NAEYC – National Association for the Education of the Young Child 10 standards for Early Development.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Students have expressed a desire for more in class time to work on portfolios and learning centers.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Noel-Levitz and CCSSE are each conducted on a three-year rotation. Also internships, SOE’s student surveys.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Every single week a new family is looking for an in-home nanny for their children. Usually these positions quickly get filled after an announcement is made of the opening. We keep a job opportunities bulletin board for any childcare openings.</p>

<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>It was wonderful before the pandemic....so we will need to get those meetings going again. Local area workers emphasize the need for individuals in Infant Toddler Care.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>I have yet to hear employer's satisfaction. The two students that completed the program moved to other states: TN and Wisconsin.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>An effort could be made to contact the host family who has the nanny working for them to engage with them to check on employer satisfaction.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>There will be a plan of action put into place based on recommendations to increase quality.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>Sometimes the barrier is finding enough students to enroll in ECE 086 to make the Nanny/Family Relations class go for one or two needing it. I'm just curious if this could be set up more as an independent study course or accomplished more as a hybrid class with most being completed online.</p>	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	NCCP (we only get one or two students enrolling in Nanny Care Provider per year)				
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled PIE Report	45%	46%	47%	46%	43%
Number of Completers PIE Report	61%	61%	64%	64%	62%
Other (Please identify)					
How does the data support the program goals? Elaborate.	These numbers reflect a need for improvement and it will be what we strive for moving forward. Accumulation and Retention always being the goal and significant importance for completion.				
What disaggregated data was reviewed?	See data on gender, race, ethnicity, disability, mode of course delivery, and age via Tableau at the bottom of this report. Last page.				
Were there gaps in the data? Please explain.	Significant gaps to report: not many males or individuals of different race / ethnicity joining this program.				
What is the college doing to overcome any identifiable gaps?	D/C and P/C need to strategize coming out of pandemic to enhance recruitment efforts. Any gaps need addressed and equity across the board for all students. Example: Due to college-wide enrollment issues, we continually explore and expand marketing and recruitment efforts.				
Are the students served in this program representative of the total student population? Please explain.	Yes – we included the overall college data as well and although our program services a small amount of the student population, we included the data of all.				
Are the students served in this program representative of the district population? Please explain.	Yes				

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.	Some areas only need minor improvement, while others need significant modifications and effort. ~ Accumulation Retention and completion: needs improvement
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Intended Action Statement: ~ Continue all the Visit Days, Zoom recruiting, Career Days, Trio Junior High Summer Camp, etc. ~ Continue to partner with local high school vocational / career training – get in there early and often offering assistance, practicum students, etc. ~ Restore the relationships with directors / principals after a pandemic. Build strong relationships and partners to propel into the future. Find homes willing to host a nanny care provider for some of their practicum hour completion. TIMELINE begin working Summer 2021 to be prepared to launch a better program for FA21.
Resources Needed	D/C and P/C to identify. We will discover more about what is needed in local focus and community groups we are currently involved with.
Responsibility Who is responsible for completing or implementing the modifications?	D/C and P/C are mainly responsible.

Early Childhood Programs						
GENDER	MALE	4%		FEMALE	96%	
AGE	<21	21-32	33-42	43-52	53-64	65+
	42%	46%	8%	3%	1%	0%
RACE	AMERICAN/ ALASKAN NATIVE	ASIAN	BLACK	HAWAIIAN	UNKNOWN	WHITE
	1%	0%	4%	0%	2%	93%

OVERALL COLLEGE DEMOGRAPHIC BREAKDOWN			
GENDER			
	F	51%	
	M	49%	
AGE			
	<21	47%	
	21-32	33%	
	33-42	10%	
	43-52	7%	
	53-64	3%	
	65+	<1%	
RACE			
	WHITE	89%	
	AMERICAN/ALASKAN NATIVE	<1%	
	BLACK	5%	
	HAWAIIAN	<1%	
	UNKNOWN	6%	

CRT.NCCP

0 0.0% 0.0% 0 0.0% 0.0% 0 0.0% 0.0% 1 0.7% 0.1% 0 0.0% 0.0%

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		Last year reviewed 2016		
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
Human Services	Degree	60	440000	none
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		To gain knowledge and understanding of the human services field, services and programs available for people in need. To gain experience and employment through internships.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		Knowledge and understanding of the field area is assessed through earning at least a "C" as the final grade for the Foundations of Human Services and Social Welfare classes, self-reports of experience and employment.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Continue with minor improvement. We have continued with the seven areas of concentration. We continue to meet with our Lay Advisory Committee at least once a year and ask for feedback and recommendations. Field Experiences continue to be strong and we continue to evaluate and update as needed all assessment tools.		
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.		Helen Hendren current Program Coordinator/Instructor Madison Daily – Program Facilitator beginning Fall 2021 Christa Borries – Internship Supervisor Charles Jarrell – Social Science and Education Division Lisa Madlem – Director of Academic Support & Assessment		
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.		Data collected from the Information Systems and Services office as well as from the Director of Institutional Research and Reporting.		

CTE Program Review Analysis	
<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.	NA
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Beginning Fall 2021 the Human Services program will follow the Guided Pathways initiative and students will be required to complete 60 credit hours of course work to graduate.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	Bright outlook for this career field. The state of Illinois trend for social and human service assistants is expected to grow.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Projected growth (2019-2029) much faster than average (8%)
1.3 What labor market information sources are utilized?	https://www.onetonline.org/
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?)	Recruitment is completed by informing area human service agencies about our program, attending Inter-agency meetings, presenting information about our program to various schools and programs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Yearly program evaluation and yearly Lay Advisory Committee meeting.
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 assessment process was looking at the Human Services program being divided into individual programs based on area of concentration. Based on information obtained, it became obvious that the program is stronger as a whole instead of separated.

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Lake Land College examines costs of programs by looking at the expenses and income by course for each program. Costs vary slightly by program based on salaries of instructors and the equipment and supplies needed for each program. The college uses tuition and fees as well as reimbursement from the state to cover program costs. Some programs receive additional funding from grants, gifts, or donations. This program is comparable to other similar programs at the college in relation to cost.</p>
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>NA</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>Lake Land College examines the costs of programs annually, and encourages collaborating across programs when future large equipment or supply purchases are needed.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>Tuition, fees, and books are the major cost to students. Lake Land College offers textbook rental services that can save students a tremendous amount of money. The college assists with financial aid and shares information about due dates and additional scholarships through the Lake Land College Foundation office. In the past year, the college has made great efforts to provide food through the on campus food pantry as well as additional CARES funding for students in need.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not at this time</p>
Indicator 3: Quality	Response
<p>3.1 What are the program's strengths?</p>	<p>The internship component of the program is a strength. Students complete two-150 hour internships over a two-semester period, gaining valuable experience in their field of choice.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>The Covid-19 pandemic has led to a decrease in internship opportunities and experiences.</p>

<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Program classes are taught in traditional methods. Generally, students are able to choose the learning method best for them. During internships, students complete hours “working” at their field site and attend a once a week Seminar class to reflect and discuss their overall experience.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB⁸? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.</p> <p>Students in the Human Services program complete course work that will prepare them for working in the field. Foundations of Human Services and Social Welfare are the two core courses for the program. Students learn about the field of human services including, the history and the field today, skills, job duties, work roles, characteristics, ethical standards, responsibilities. Students also complete two 150-hour internships in the field area of choice to gain valuable experience. The ultimate goal is that students will gain employment through their internship experience.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, In the Foundations of Human Services class, students are asked to interview a professional doing the kind of work they hope to do. Professionals are also asked to come to class to talk about their job, giving the students a “look” at what a variety of different field areas are included in the field of human services. Career Services are asked to come to classes to help prepare students for resume development and interviewing. Students are also instructed and guided through portfolio development to showcase their skills and accomplishments in regards to employment in the field of human services. Students are given a well-rounded educational experience during their time at Lake Land College.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The Internship Supervisor works very closely with students in determining internship placement, discussing interests and ultimate career goals. Core courses taught in the program provides students with a solid foundation for working in the field of human services.</p>

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

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>NA</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students are required to complete two-150 hour internships where they have the opportunities to gain experience in their individual field of choice. They are also given the opportunity during Seminar classes to reflect on their individual experiences and to listen to their classmates talk about their experiences as well.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>NA</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students have the opportunity to complete a class within the program to earn certification in domestic violence. This certification is required by the state of Illinois for anyone working in the field of domestic violence. This class is taught by certified workers in the field. Students can also earn their Nurse Assisting certificate and the EMT-Basic certification if this is an interest.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NA</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>NA</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>We currently have transfer agreements through EIU (Eastern Illinois University) in Public Health, Human Services, Psychology, and Sociology. Indiana State – Social Work, University of Illinois – Springfield (UIS) Social Work.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Every semester, based on student choice, we have the opportunity to work with a variety of agencies within the Lake Land College district for internships.</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Professional development is offered every fall and spring semester. A variety of different topics are available to choose from based on need and interests.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>The classrooms used on campus are set up with computer and overhead equipment with video and audio. With Covid-19 restrictions, needed equipment was offered to faculty and staff for at-home use to continue teaching and offering needed services to students.</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Individual course and program assessments are completed and documented through WEAVE.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>Results are recorded in WEAVE</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Based on assessment results, adjustments and changes are made to insure that students are given the opportunity to learn and be successful in the classroom.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Based on program and course evaluations, students are very satisfied with the overall program and courses.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Program and course evaluations are completed. Evaluations are anonymous and used for program and course improvements.</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>Through internships, Lay Advisory Committee membership, and classroom presentations and visits.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The Lay Advisory Committee meets at least yearly to hear program updates and asked for feedback in regards to information shared. Committee members are also contacted as needed throughout the rest of the year.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Very satisfied, internship site supervisors rate students highly on the student evaluation form completed toward the end of each internship. The evaluation rates each student on areas such as attendance and punctuality, relationship with clients and co-workers, self-initiation, completion of duties assigned, and overall work behavior.</p>

3.25 How is employer satisfaction information collected?	Through Lay Advisory Committee members and internship site supervisors.				
3.26 Did the review of program quality result in any actions or modifications? Please explain.	Program faculty and staff will continue to assess and make changes as needed. Continued feedback and recommendations from students, our Lay Advisory Committee, and human services community members will be sought and obtained throughout each academic semester.				
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p> <p>Finding internship sites for students during the Covid-19 pandemic has been a challenge at times in our area. Agencies have limited in-person service delivery and are performing most if not all services remotely. Students completing internships during this time have done so within Covid-19 restrictions.</p>					
<p>Performance and Equity</p> <p>Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.</p>					
CTE Program	Human Services				
CIP Code	440000				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2016 170 Su16- Sp17	2017 103 Su17-Sp18	2018 95 Su18-Sp19	2019 93 Su19-Sp20	2020 86 Su20-Sp21
Number of Completers	Graduated 23	Graduated 17	Graduated 12	Graduated 19	Graduated 14
Other (Please identify)					
How does the data support the program goals? Elaborate.	Students are advised and encouraged each semester in the selection and completion of classes needed to earn their degree and graduate. Students are encouraged to work at a pace that will ensure that they are successful in their role as a student as well as the other roles they have in their life.				
What disaggregated data was reviewed?	With the implementation of data analytics, Lake Land College uses an analytic software called Tableau. This software provides us the ability to see the breakdown of Male to Female, Age distribution as well as success by the student's race for the 5 year review period. The Human Services program saw a total of 75% females compared to 25% males in the program. The Age distribution was				

	25% from under 21, 43% from age group 21-23, 19% from 33-42, 9% from 43-52, 3% from 53-64 and 1% 65+. The race distribution was 89.5% white, 6% black, 1% from American and Alaskan native, .5% Asian and 3% unknown.
Were there gaps in the data? Please explain.	No gaps in data, numbers listed above collected from the Director of Institutional Research and Reporting, the Director of Data Analytics, as well as from the office of Information Systems and Services.
What is the college doing to overcome any identifiable gaps?	Even though the data shows a large amount of people that are white, it is in line with the overall college population. Since the last program review, Lake Land College has hired staff for overall college recruitment. The college continues to address and work on improving student retention and completion.
Are the students served in this program representative of the total student population? Please explain.	Yes, the student population and the program population are comparable. Both have a combination of traditional college students and non-traditional college students.
Are the students served in this program representative of the district population? Please explain.	Yes, our program demographics and the district demographics are comparable in regards to age, sex, race, 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 Human Services Program continues to be strong and provides students with foundational knowledge and experiences. This past year due to Covid-19 has been a challenge. We have seen a decrease in numbers for our program and in the college over-all.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Human Services faculty and staff will work on measures to recruit students for the program and on marketing the program as well.
Resources Needed	Guidance and direction from appropriate college staff in areas of recruitment and marketing.
Responsibility Who is responsible for completing or implementing the modifications?	Human Services faculty and staff

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2016-2020		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Technology	Degree	66	470600	CRT-AUTO
Program Objectives What are the overarching objectives/goals of the program?		Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		3-year average for achieving program outcomes is 87.5%. Assessment of the goals use SOE employer evaluations as well as ASE standardized testing results.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The program facilities were found to be lacking. The building has since been reconfigured to meet the needs of the 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.		Michael Beavers (DC), gave general direction. Kevin Miller (PC) conducted review. Brian Madlem (instructor) provided input on problem areas. Lisa Madlem (DASA) gave direction on assessment procedures. Lynn Breer, (DIR) assisted in developing student surveys.		
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)		Advisory council's purpose is to review the program and give recommendations as to changes needed. This is based on a report to members, given by the program coordinator during by-annual meetings as well as interaction the members have with recent alumni.		

Also describe their role or engagement in this process.	
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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 rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	AAS-AUTO was 71 hours, fall of 2021 this will be changed to 66 hours– ASE Education Foundation accreditation requires 1200 hours of classroom and lab/shop instructional activities. We have a goal of achieving ASE accreditation and the hours are needed to achieve this.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	<p>US projected job openings (61,700). Illinois projected job openings (2,910) source https://www.onetonline.org/</p> <p>From National Auto Dealers Association 2019 article--- Just to keep pace with retirements and new jobs in the sector, our industry needs to replace approximately 76,000 technicians each year. Yet new entrants are not keeping pace with demand. Each year, America’s technical colleges and training programs graduate about 37,000 new technicians —leaving an annual shortage of approximately 39,000 trained technicians. Unless we increase the supply of technicians, the shortage we feel today will transform into a severe shortage in 8-10 years—potentially leaving our customers with higher prices and significant wait times to keep their vehicles on the road.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Number of Technicians employed appears to be dropping but the number of openings is rising. More technicians are leaving the field than are entering the field. 5 year projection for employment change is -1% to -3% source IDES illinois.gov

<p>1.3 What labor market information sources are utilized?</p>	<p>https://www.onetonline.org/ https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx www.nada.org</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>Advertisement is done on social media (Facebook, Instagram...) as well as working with high school counselors to offer a high school student based exploratory program consisting of 3 automotive classes. The college also distributes a magazine to addresses in the district, and it has articles about the automotive program.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As new needs/changes are identified, a conversation with the Vice President of Academic Services takes place before proceeding. Once he/she has approved the needs/changes, proceed to the curriculum committee.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Yes, we modified/are modifying the program to remove extra expenses (tools, uniforms) needed to attend classes, we cut 6 hours from AAS-AUTO program. Area dealerships are now partnering with us for student loan forgiveness as well as internships. We have made time changes to the Dual Credit program to increase its enrollment. We have implemented some online lectures to give the students more flexibility in their work schedule.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Program Improvement Enhancement (PIE)</p> <ul style="list-style-type: none"> • Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc. • All programs have similar costs, but may not have labs. • Tuition, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc.
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Does not apply to this program</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college examines the costs of programs annually, and encourages collaborating across programs when future large equipment or supply purchases are needed.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>\$11,356 Tuition, fees, and books are the major costs to students. The college offers text book rental which can save students a tremendous amount of money. The college assists with financial aid and shares information about due dates and additional scholarships through the Lake Land College Foundation. In the past year, the college has made great efforts to provide food through its food pantry to students in need as well as additional CARES funding for students in need.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not at this time</p>

Indicator 3: Quality	Response
3.1 What are the program’s strengths?	A large percentage (100% in 2020) of the student body already have jobs in the industry when they graduate.
3.2 What are the identified or potential weaknesses of the program?	Enrollment, retention and lab equipment
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Traditional, hybrid and online. 2020 forced us to develop new delivery methods. We use class pass rate and ASE standardized testing to identify weak subjects. Course Persistence Report provides a summary of success rates for online and face to face course sections.
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ⁹ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.5 Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the Automotive Technology degree is a career pathway program. Bi-annually, an Automotive Technology advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Moving lectures online to allow more flexibility for the students to schedule employment. Developing more partnerships with employers to allow students part time work in the automotive industry while they are also taking classes.

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

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Yes, AUT-048 and AUT-051 at Marshall High school and Vandalia High School as well as on our Mattoon campus bringing in students from area high schools.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The AAS-AUTO program requires an SOE class which consist of an internship in the automotive repair industry. This experience gets the student familiar with the job giving them more confidence which in most cases increases their quality and quantity of production. We are constantly in communication with area businesses to cultivate these partnerships.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>No</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Instructors are ASE certified. The program is designed to follow ASE Education Foundation guidelines.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>Yes, the suggested course map has AUT-075 SOE class during the summer after the first 2 semesters</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>100% of our students taking the exams have achieved ASE Student Certification.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Yes, Diepholz Auto Group</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>In an effort to comply with ASE Education Foundation standards all automotive instructors are offered continuing education consisting of 20 hours a year.</p> <p>For adjuncts: Adjunct staff development is voluntary but are encouraged to attend the three staff development sessions provided by the College.</p> <p>In addition, there are several Canvas (LMS) and Weave (assessment software) sessions offered throughout the academic year.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Outdated Lab Vehicles</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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.</p> <p>In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Lecture and lab techniques and schedules are adjusted each year based on past course assessments and student feedback.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Student survey results 8.625 out of 10.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Noel-Levitz and CCSSE are each conducted on a three-year rotation. Also internships, SOE's student surveys.</p>

<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>We use the automotive advisory committee to recommend procedures and changes. Area employers offer internships to the automotive students. SOE students work with area automotive service employers to develop their skills needed to be successful.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The automotive advisory committee meets bi-annually and provides guidance on learning content and equipment. Participation rate from the committee members is low. Better communication prior to the meetings and a fresh group of new members would be helpful.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Employer SOE Survey 3.714 out of 4</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>SOE student evaluation completed by their employer</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>We have implemented multiple changes that will take effect fall 2021. These changes are a result of past course and program assessment, but not from this review.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>Retention has been a concern. Tutoring for automotive subjects has been a challenge</p>	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	AAS-AUTO				
CIP Code	470600				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	63	69	52	26	28
Number of Completers	27	23	21	12	18
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program goals focus on employ-ability of graduates and that goal has largely been met. The data shows an increase in program retention rates from a low of 33% in year 2 to a high of 64% in year 5. This shows that the program goals are being met for a much larger percentage of the freshmen students.				
What disaggregated data was reviewed?	<p>College Data Gender -F 51%, M49% Age - <21 47%, 21-32 33%, 33-42 10%, 43-52 7%, 53-64 3%, 65+ <1% Race – White 89%, American/Alaskan Native <1%, Black 5%, Hawaiian <1%, Unknown 6%</p> <p>Automotive Data Gender – Male 95%, Female 5% Age - <21 65%, 21-32 24%, 33-42 4%, 43-52 6%, 53-64 1%, 65+ 0% Race - American/Alaskan native 0%, Asian 0%, Black 2%, Hawaiian 0%, Unknown 4%, White 94%</p>				
Were there gaps in the data? Please explain.	Yes, the Automotive program has fewer female, black and unknown. It also has a larger percentage of white.				
What is the college doing to overcome any identifiable gaps?	Due to college-wide enrollment issues, we continually explore and expand marketing and recruitment efforts.				
Are the students served in this program representative of the total	No, the Automotive program has fewer female, black and unknown. It also has a larger percentage of white.				

student population? Please explain.	
Are the students served in this program representative of the district population? Please explain.	No, the Automotive program has fewer female, black and unknown. It also has a larger percentage of white.
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.	High demand occupation. Overall positive assessment results
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We will cut 6 credit hours from the program starting Fall 2021. We will secure funds to update the equipment to better represent the work that the industry is currently doing. This includes newer vehicles for labs and updated shop equipment for 2022 and 2023 budget year.
Resources Needed	Perkins funds as well as regular college funds of approximately \$60,000 of the next 2 years.
Responsibility Who is responsible for completing or implementing the modifications?	Kevin Miller, Brian Madlem, Michael Beavers, VP of Academic Services and director of Perkins grants.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2016-2020		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Technology	Cert	33	470600	CRT-AUTO
Program Objectives What are the overarching objectives/goals of the program?		Provide career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		3-year average for achieving program outcomes is 86%. Assessment of the goals use completion of safety and pollution prevention certifications using www.sp2.org as well as using NATEF task completion.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The program facilities were found to be lacking. The building has since been reconfigured to meet the needs of the 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.		Michael Beavers (DC), gave general direction. Kevin Miller (PC) conducted review. Brian Madlem (instructor) provided input on problem areas. Lisa Madlem (DASA) gave direction on assessment procedures. Lynn Breer, (DIR) assisted in developing student surveys.		
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's purpose is to review the program and give recommendations as to changes needed. This is based on a report to members, given by the program coordinator during by-annual meetings as well as interaction the members have with recent alumni.		

CTE Program Review Analysis	
<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.	No
Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	CRT-AUTO was 33 hours, this program will change in Fall 2021 to a 27 hour program. There was no compelling rationale for 33 hours.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program?	<p>US projected job openings (61,700). Illinois projected job openings (2,910) source https://www.onetonline.org/</p> <p>From National Auto Dealers Association 2019 article--- Just to keep pace with retirements and new jobs in the sector, our industry needs to replace approximately 76,000 technicians each year. Yet new entrants are not keeping pace with demand. Each year, America’s technical colleges and training programs graduate about 37,000 new technicians — leaving an annual shortage of approximately 39,000 trained technicians. Unless we increase the supply of technicians, the shortage we feel today will transform into a severe shortage in 8-10 years—potentially leaving our customers with higher prices and significant wait times to keep their vehicles on the road.</p>
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Number of Technicians employed appears to be dropping but the number of openings is rising. More technicians are leaving the field than are entering the field. 5 year projection for employment change is -1% to -3% source IDES illinois.gov
1.3 What labor market information sources are utilized?	<p>https://www.onetonline.org/</p> <p>https://www2.illinois.gov/ides/lmi/Pages/Employment_Projections.aspx</p> <p>www.nada.org</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>Advertisement is done on social media (Facebook, Instagram...) as well as working with high school counselors to offer a high school student based exploratory program consisting of 3 automotive classes. The college also distributes a magazine to addresses in the district, and it has articles about the automotive program.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>As new needs/changes are identified, a conversation with the Vice President of Academic Services takes place before proceeding. Once he/she has approved the needs/changes, proceed to the curriculum committee.</p>
<p>Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>Yes, we modified/are modifying the program to remove extra expenses (tools, uniforms) needed to attend classes, we cut 6 hours from CRT-AUTO as well as shifting hours from general education classes to AUTO classes. Area dealerships are now partnering with us for student loan forgiveness as well as internships. We have made time changes to the Dual Credit program to increase its enrollment. We have implemented some online lectures to give the students more flexibility in their work schedule.</p>

Indicator 2: Cost Effectiveness	Response
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>Program Improvement Enhancement (PIE)</p> <ul style="list-style-type: none"> • Salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc. • All programs have similar costs, but may not have labs. • Tuition, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc.
<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Does not apply to this program</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>The college examines the costs of programs annually, and encourages collaborating across programs when future large equipment or supply purchases are needed.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>\$5,151.12 Tuition, fees, and books are the major costs to students. The college offers text book rental which can save students a tremendous amount of money. The college assists with financial aid and shares information about due dates and additional scholarships through the Lake Land College Foundation. In the past year, the college has made great efforts to provide food through its food pantry to students in need as well as additional CARES funding for students in need.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>Not at this time</p>

Indicator 3: Quality	Response
3.1 What are the program's strengths?	A large percentage (100% in 2020) of the student body already have jobs in the industry when they graduate.
3.2 What are the identified or potential weaknesses of the program?	Enrollment, retention and lab equipment
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	<p>Traditional, hybrid and online. 2020 forced us to develop new delivery methods.</p> <p>We use class pass rate and ASE standardized testing to identify weak subjects. Course Persistence Report provides a summary of success rates for online and face to face course sections.</p>
3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB ¹⁰ ? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.	This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.
3.5 Does this program meet the definition of a career pathway program ? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the Automotive Technology degree is a career pathway program. Bi-annually, an Automotive Technology advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs.
3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Moving lectures online to allow more flexibility for the students to schedule employment. Developing more partnerships with employers to allow students part time work in the automotive industry while they are also taking classes.

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

<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>Yes, AUT-048 and AUT-051 at Marshall High school and Vandalia High School as well as on our Mattoon campus bringing in students from area high schools.</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Area businesses are experiencing a technician shortage and are eager to hire our students to work part time and work around the school schedule while they are in class. This experience gets the student familiar with the job giving them more confidence which in most cases increases their quality and quantity of production. We are constantly in communication with area businesses to cultivate these partnerships.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>No</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Instructors are ASE certified. The program is designed to follow ASE Education Foundation guidelines.</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>NO</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>100% of our students taking the exams have achieved ASE Student Certification.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>None</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>Yes, Diepholz Auto Group</p>

<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>In an effort to comply with ASE Education Foundation standards all automotive instructors are offered continuing education consisting of 20 hours a year.</p> <p>For adjuncts: Adjunct staff development is voluntary but are encouraged to attend the three staff development sessions provided by the College.</p> <p>In addition, there are several Canvas (LMS) and Weave (assessment software) sessions offered throughout the academic year.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Outdated Lab Vehicles</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>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.</p> <p>In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement reports.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>Lecture and lab techniques and schedules are adjusted each year based on past course assessments and student feedback.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Student survey results 8.625 out of 10.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>Noel-Levitz and CCSSE are each conducted on a three-year rotation. We also administer a survey at the end of the spring semester.</p>

<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>We use the automotive advisory committee to recommend procedures and changes. Area employers offer internships to the automotive students.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The automotive advisory committee meets bi-annually and provides guidance on learning content and equipment. Participation rate from the committee members is low. Better communication prior to the meetings and a fresh group of new members would be helpful.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Employer SOE Survey 3.714 out of 4</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>SOE student evaluation completed by their employer</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>Yes, this program will be cut from 33 credit hours to 27. We are eliminating the general education hours and adding some automotive hours.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i></p>	
<p>Required general education classes are a barrier for some students Retention has been a concern. Tutoring for automotive subjects has been a challenge</p>	

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.					
CTE Program	CRT-AUTO				
CIP Code	470600				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	16	11	3	4
Number of Completers	13	14	12	6	9
Other (Please identify)					
How does the data support the program goals? Elaborate.	The program goals focus on employ-ability of graduates and that goal has largely been met. The data above is hard to analyze because of students switching from the cert. to the degree and the degree students applying for both the degree and the certificate.				
What disaggregated data was reviewed?	<p>College Data Gender -F 51%, M49% Age - <21 47%, 21-32 33%, 33-42 10%, 43-52 7%, 53-64 3%, 65+ <1% Race – White 89%, American/Alaskan Native <1%, Black 5%, Hawaiian <1%, Unknown 6%</p> <p>Automotive Data Gender – Male 95%, Female 5% Age - <21 65%, 21-32 24%, 33-42 4%, 43-52 6%, 53-64 1%, 65+ 0% Race - American/Alaskan native 0%, Asian 0%, Black 2%, Hawaiian 0%, Unknown 4%, White 94%</p>				
Were there gaps in the data? Please explain.	Yes, the Automotive program has fewer female, black and unknown. It also has a larger percentage of white.				
What is the college doing to overcome any identifiable gaps?	Due to college-wide enrollment issues, we continually explore and expand marketing and recruitment efforts.				
Are the students served in this program representative of the total student population? Please explain.	No, the Automotive program has fewer female, black and unknown. It also has a larger percentage of white.				

<p>Are the students served in this program representative of the district population? Please explain.</p>	<p>No, the Automotive program has fewer female, black and unknown. It also has a larger percentage of white.</p>
<p>Review Results</p>	
<p>Action</p>	<p> <input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify) </p>
<p>Summary Rationale Please provide a brief rationale for the chosen action.</p>	<p>High demand occupation. Overall positive assessment results</p>
<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>We are modifying the current certificate program starting fall 2021. It will have 27 credit hours and no general education classes.</p> <p>We will secure funds to update the equipment to better represent the work that the industry is currently doing. This includes newer vehicles for labs and updated shop equipment for 2022 and 2023 budget year.</p>
<p>Resources Needed</p>	<p>Perkins funds as well as regular college funds of approximately \$60,000 of the next 2 years.</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Kevin Miller, Brian Madlem, Michael Beavers, VP of Academic Services and director of Perkins grants.</p>

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021		
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
Commercial Truck Driver Training	Cert	7	490205	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		Designed for individuals with little or no commercial driving experience, this program includes everything a student needs to obtain an entry level driving position in the trucking industry.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		The program objectives are being achieved and students are able to attain their CDL Licenses from the Secretary of States. These student are sought after by companies looking for employees and will repeatedly return to visit and speak with the classes.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		<ol style="list-style-type: none"> 1. Newer truck and trailer purchased to ensure modern equipment in good condition is used by the students. There are plans to add a truck with an automatic transmission; this will enable teaching of both manual and automatic transmissions. We updated both vehicles to 2016 models both with manual transmissions. The plan to purchase a vehicle with an automatic transmission was changed due to a rule change that will put an automatic only restriction on anyone who tests utilizing an automatic truck. 2. Expanded program to include location in Marshall, IL to better serve the communities to the South and East of Mattoon. We also serve Eastern Indiana at the Marshall location. Completed 3. Became a Certified Provider for the National Safety Council Professional Truck Driver Course. The instructors have been certified through the training to help provide them with the knowledge 		

	<p>to instruct the students to become safe, successful drivers.</p> <p>Completed</p> <p>4. Continuing to improve the lesson plans and training media for the classroom portion of training. This ensures we are staying current with industry standards. We have partnered with the campus radio program to provide voice-over for the PowerPoint presentations for audio learners (projected completion date is September 2016).</p> <p>Completed</p> <p>5. Implemented online End of Course critiques to help our instructors learn from the students and for ideas to help improve the course and focus on areas the students were unsure of.</p> <p>Completed</p> <p>6. Partnered with eight new companies to expand the knowledge of industry standards and needs as well as broaden the choices of the program in finding employment after graduation from the course.</p> <p>Completed</p> <p>7. Working with the computer programming department to update the maps and scenarios for the simulator program. The new scenarios will help students learn some of the skills they will need to be successful as a Commercial Motor Vehicle Operator (Expected Completion Date FY2017).</p> <p>We were not able to complete this as the programming department was not able to make changes to the computer program used in the simulator.</p> <p>8. Moved the training yard from the off-campus location to an on-campus location. This area is blocked from traffic and has permanent lines painted on the pavement for the students to practice the skills portion of the course. This was in response to new state testing guidelines.</p> <p>Completed</p>
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	<p>9. Implemented new mid-term and final exams to ensure students have retained knowledge learned during the course. Completed</p> <p>10. Working to redesign the program website to allow for online enrollment (Expected Completion date FY2017) Completed</p> <p>11. Pending Certification to become Certified Training Provider on the Federal Entry Level Commercial Vehicle Driver Registry should Docket Number FMCSA-2007-27748 become law. This proposed law will require addition to the existing content and potential of blending online training prior to physical classroom training. (Expected Completion Date July 2019). The Entry Level Driver Training Law was postponed two years from its original date and will become effective in 2022. We will be submitting the new curriculum to ICCB in the fall to align with the new law and will then register on the training provider registry that is projected to be active the summer of 2021.</p> <p>12. Formation of CDL Program Advisory Board. This will allow for interaction between education and industry to ensure best practices and anticipated trends are included in the program. (Expected Completion Date FY2017). Completed</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Justin Onigkeit is the Transportation Training Coordinator and Author Bonnie Moore is the Director to the Center For Business and Industry and reviewed the document.</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>Some of the employers we work with are: CHI Overhead doors Sherwin Williams Paints Pepsi Mid America Heartland Coca Cola Schneider National Carriers CRST</p>

<p>Also describe their role or engagement in this process.</p>	<p>May Trucking McElroy Trucking Marvin Keller Trucking Nussbaum Trucking Warner Trucking Maverick Trucking Boyd Brothers Trucking</p> <p>These companies provide some of our students with employment after completion of the course. We also work with individual local companies to provide employees to fill the local trucking roles as needed. These companies also attend our advisory boards to ensure we are teaching current and up to date practices to our students.</p>
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<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>
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<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>They were not analyzed for this review</p>
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<p>Provide a rational for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>N/A</p>
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<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<p>The occupation of truck driving is often portrayed by the industry and in the popular press as beset by high levels of turnover and persistent “labor shortages.” OES data indicates that the labor market for heavy and tractor-trailer truck drivers shows markers of a “tight” labor market over the period since 2003—employment in the occupation has been resilient, and nominal annual wages have persistently exceeded those of other blue-collar jobs with similar human capital requirements., the overall picture is consistent with a market in which labor supply responds to increasing labor demand over time.</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>Employment of heavy and tractor-trailer truck drivers is projected to grow 2 percent from 2019 to 2029, slower than the average for all occupations. As the demand for goods increases, more truck drivers will be needed to keep supply chains moving.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>Bureau of Labor and statistics</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>We recruit students at local job fairs, High School visits, radio and Facebook advertisement as well as word of mouth.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Changes that are needed would be evaluated by the instructional staff within the program and brought before the college’s curriculum committee and then ICCB for review. We will be going through this process during the fall semester to change the curriculum to meet the Entry Level Driver Training rule.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>The costs associated with this program are:</p> <p>Personnel Requirements I.e. Pay, Insurance, etc. Vehicle operating expenses with fuel, maintenance, replacement, insurance,</p> <p>These costs are similar to other programs within the college and the program is paid for utilizing revenue from enrollment.</p>

<p>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>N/A</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>This program cost is already comparable to or lower than similar programs held at other institutions.</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>The program cost is \$3500.00 which is the same as or lower than other schools in the area and the institution allows the student to utilize a payment program to divide the costs over the course of a year; this gives the students the ability to complete the course by paying \$345.00 up front and the remaining balance over a year when the student has found employment.</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>There were no actions or modifications.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<p>The program strengths are small class sizes and student to instructor ratios of no higher than 4 students to 1 instructor. This allows the instructors to individualize each student and get to know their individual learning styles as well as identify the student's strengths and weaknesses to tailor the training for their improvement on specific areas.</p> <p>Another strength is changing instructors week to week, and the ability to move the students between instructors. We have noted that one instructor may not be able to communicate to a student where another instructor will be able to get the information across by phrasing it a slightly different way. This approach greatly increases learning by students.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Weaknesses of the course are we are dependent on the vehicles being operational as much as possible as well as students showing up on time and making progress. The weather also plays an important role as we do not want to place students or staff in a dangerous situation by allowing untrained student to operate vehicle in unsafe weather conditions.</p>

<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Traditional Format and Hybrid. This program cannot be online only due to the lab hours that are required to learn to operate the equipment.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹¹? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>This program is currently developing an application to ICCB for approval as a Program of Study, as defined by Perkins V.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>N/A</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>We have developed our course materials in a video format that enables us to use them online. In the future we will be moving to a online conference style of teaching that will allow our online student to watch the recorded in person classes as well as to attend in person classes remotely and communicate with the instructor as well as the rest of the class to ensure they are getting the same information as the in person student.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>This is a nonstandard program and does not last a traditional semester. Also the lab portion of the course is from 8 am - 4:30 pm, which would not fit into the dual credit system as our hours are not compatible with traditional courses.</p>

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

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>None</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>Industry Accreditation is not required.</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Commercial Driver’s License</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>Licensure is not required as a part of this course.</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>No formal agreements are in place, however we do provide training to employees of several local companies in an as needed basis.</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>None</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Staff development is offered every semester and all personnel are encouraged to attend the sessions they are interested in to improve their skillset. All CDL instructors attend a yearly conference that covers rules and regulations as they pertain to trucking companies.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>We upgraded two of the power units in January 2021. We have requested the third truck to be update in the new fiscal year, These new trucks will bring us within the industry norm. We have also requested funding for in cab technology that will help our students and be further in line with industry.</p>

<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Students are assessed by the instructor and emphasis is placed on their week areas to ensure they are meeting the requirements for success. This is a benefit of the low student instructor ratio.</p>
<p>3.18 How are these results shared with others at the institution for continuous improvement?</p>	<p>N/A</p>
<p>3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?</p>	<p>The curriculum will be fully revised in the fall of 2021. This change is based on the Entry Level Driver Training rule coming into effect in Feb 2022.</p>
<p>3.20 How satisfied are students with their preparation for employment?</p>	<p>Students are satisfied with their level of preparation for employment. They also understand that this is a basic course and follow on training is required during orientation with new employers.</p>
<p>3.21 How is student satisfaction information collected?</p>	<p>End of Course Critiques</p>
<p>3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)</p>	<p>The CDL advisory committee reviews the current curriculum with employers and reviews items they would like to see added to or taken from the curriculum. We also have joined the National Association of Publicly Funded Truck Driving Schools (NAPFTDS) which allows us to talk to other schools throughout the nation for ideas to improve.</p>
<p>3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The advisory committee contributes by telling us what attributes they are seeking in perspective employees. We are then able to utilize this information to adapt our teaching to offer more hireable students.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p>	<p>Employers are very satisfied with the graduates of the program and often call back looking for other graduates as they either move on or if the company expands and needs more employees.</p>
<p>3.25 How is employer satisfaction information collected?</p>	<p>We do not collect employer satisfaction data as students from this course go to work for a wide range of employers that are not local and are very large organizations that will not know the employee personally.</p>
<p>3.26 Did the review of program quality result in any actions or modifications? Please explain.</p>	<p>The program is already planned for modifications to meet the upcoming Entry Level Driver Training Rule and the new curriculum will be submitted to the curriculum review board and ICCB in the fall of 2021.</p>

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

There have been no barriers to implementing this course during this time.

Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.

CTE Program	Commercial Truck Driver Training				
CIP Code	490205				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	85	90	85	89	45
Number of Completers	82	89	84	85	44
Other (Please identify)					
How does the data support the program goals? Elaborate.	On average 97.6% of students that enroll in the course pass the course. This allows them to move on to the labor force to be hired as entry level tractor trailer operators.				
What disaggregated data was reviewed?	With the implementation of data analytics, Lake Land College uses an analytic software called Tableau. This software provides us the ability to see the breakdown of Male to Female, Age distribution as well as success by the student's race for the 5 year review period. The CDL program saw a total of 78% males compared to 22% females in the program. The Age distribution was 29% from age group 21-23, 16% from 33-42, 25% from 43-52, 22% from 53-64 and 8% 65+. The race distribution was 96% white, and 1% from Asian, Black and Unknown.				
Were there gaps in the data? Please explain.	According to data by the Bureau of Labor and Statistics the race distribution of the district is 96% white and 1% from Asian, Black and Unknown which is consistent with the race distribution of the program. The gender distribution of 22% females is higher than the industry average of 6.6% for females				

	according to a report by the American Trucking Association utilizing data from the Bureau of Labor and Statistics as well as noting the average age for the truck driver being 42 and the average age of the truck driving candidate being 35.
What is the college doing to overcome any identifiable gaps?	There were no gaps to note.
Are the students served in this program representative of the total student population? Please explain.	The students in this program are generally older than the student population on average. One of the course prerequisites is to be over 21 years old for interstate CDL operations. While students can get their permit at 18 many opt to wait until they turn 21. Also 60% of the students come to the program utilizing an unemployment or low income grant.
Are the students served in this program representative of the district population? Please explain.	The students that come through this program are representative of the district population as we do not provide housing for the CDL students driving in from another district would not be cost or time effective and the students we serve live in the Lake Land College district with less than 1% from out of district.
Review Results	
Action	<input type="checkbox"/> Continued with Minor Improvements <input checked="" type="checkbox"/> Significantly Modified <input type="checkbox"/> Placed on Inactive Status <input type="checkbox"/> Discontinued/Eliminated <input type="checkbox"/> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The course curriculum will be significantly modified in order to become compliant with the Entry Level Driver Training Rule that takes effect in February 2022. The course length will be increased to give time to cover the additional topics that are required in the course.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Fall semester 2021 – New Curriculum submitted to Curriculum committee Fall Semester 2021- New curriculum submitted to ICCB for approval Spring Semester 2022- new curriculum implemented
Resources Needed	We have budgeted for the additional resources we are expecting to need in the 2022 budget request.
Responsibility Who is responsible for completing or implementing the modifications?	Transportation Training Coordinator

Career & Technical Education

Program Title: Manufacturing Skills I

Degree or Cert: NDP.MSP

CIP Code: 15.0613

This programs has not been active for five years so no report provided.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		FY 21		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Body Repair	Cert	25.5	47.0603	Automotive Body Repair
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		This program prepares students for entry-level positions in Automotive Body Repair. Emphasis is placed on body preparation, priming, painting, and installation of electrical and power systems.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		This program teaches practical skills and industry standards for the automotive body repair industry.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		N/A		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Jennifer Billingsley Dean of Correctional Programs		
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.		N/A		

CTE Program Review Analysis	
<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.	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.
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?	The demand for Automotive Body Repair continues to increase.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The IDES projects a 1.09% growth rate between 2018-2028 in Automotive Body and related repairs field.
1.3 What labor market information sources are utilized?	IDES employment projections
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?)	As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established wait list. The students that are recruited are inmates from the Illinois Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	N/A
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	At this time, we will continue the program as is.

Indicator 2: Cost Effectiveness	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	The annual cost of the program is \$78,000.00 for one site. Program cost are consistent with the average cost of other correctional vocational programs. The program is funded through the Department of Corrections and ICCB credit hour grant.
2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Program offerings and funding are determined by the Department of Corrections.
2.3 What are ways that the college will be increasing the cost-effectiveness of this program?	N/A
2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?	N/A
2.5 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	Response
3.1 What are the program's strengths?	Disadvantaged populations have access to hands-on-training to improve future employment opportunities.
3.2 What are the identified or potential weaknesses of the program?	None
3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?	Open-entry, open-exit program allowing students to enter and exit classes throughout the semester so enrollment is continuous and consistently 15.

<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹²? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>No. Program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, it aligns with Adult Education, Dual Credit Program, and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate placement after release. By allowing students different entry and exit points, it improves income and employment opportunities upon release.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>This program is offered to the disadvantaged populations within the Department of Corrections.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>N/A</p>
<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students receive lab experience completing projects under the direction of an instructor.</p>

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

3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).	N/A
3.10 Are there industry-recognized credentials embedded within this program? If so, please list.	N/A
3.11 Is this an apprenticeship program? If so, please elaborate.	N/A
3.12 If applicable, please list the licensure examination pass rate.	N/A
3.13 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	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?	Annual In-Service is provided to share the best practices and curriculum development ideas.
3.16 What is the status of the current technology and equipment used for this program?	Good
3.17 What assessment methods are used to ensure student success?	Course outcomes and measures and data is collected within the Weave system.
3.18 How are these results shared with others at the institution for continuous improvement?	N/A
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	None

3.20 How satisfied are students with their preparation for employment?	Students are satisfied with their participation.
3.21 How is student satisfaction information collected?	Students complete an exit interview upon completion.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	Lake Land College is not permitted to collect information on incarcerated students after they are released.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
Lake Land College's extensive experience in IDOC ensures students and programs do not have issues in terms of enrollments 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.					
CTE Program	Automotive Body Repair				
CIP Code	47.0603				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	51	72	79	85	68
Number of Completers	47	42	48	34	38
Other (Please identify)					
How does the data support the program goals? Elaborate.	Each year the program is growing in the number of students that are enrolling. Year 5 the number was slightly lower because of COVID restrictions. The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.				
What disaggregated data was reviewed?	<p>With the implementation of data analytics, Lake Land College uses an analytic software called Tableau. This software provides us the ability to see the breakdown of gender, age, as well as race distribution.</p> <p>Gender 100% Male</p> <p>Age Distribution 2% under 21 44% 21-32 35% 33-42 15% 43-52 5% 53-64 0% over 65</p> <p>Race 57% White 31% Black 10% unknown 1% American/Alaskan Native</p>				

Were there gaps in the data? Please explain.	During periods where an instructor position was vacant. Also due to COVID restrictions.
What is the college doing to overcome any identifiable gaps?	With IDOC permission Lake Land College continues to fill vacant instructor positions statewide to ensure that students are served.
Are the students served in this program representative of the total student population? Please explain.	Yes, program participants reflect the demographic information of correctional students at Lake Land College.
Are the students served in this program representative of the district population? Please explain.	Students served reflect statewide correctional population.
Review Results	
Action	<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 Automotive Body Repair program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Career & Technical Education				
College Name:		Lake Land college		
Academic Years Reviewed:		FY 21		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Repair Technician formally Basic Automotive Certificate II	Cert	32.0	47.0604	Automotive Service Technician Automotive Repair Technician Automotive Mechanics Automotive Mechanics Associate of Applied Science
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?		This program prepares students for entry-level positions in the automotive industry. Emphasis is placed on technical skills to work in a quick lane service area.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?		This program teaches practical skills and industry standards for the automotive industry.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		N/A		
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.		Jennifer Billingsley Dean of Correctional Programs		
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)		N/A		

<p>Also describe their role or engagement in this process.</p>	
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>As a program within the 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 automotive program exceeds credit hour requirements to provide additional lab and instructional time for students to practice skills as incarcerated students do not have access to vehicles outside of classroom.</p>
<p>Indicator 1: Need</p>	<p>Response</p>
<p>1.1 What is the labor market demand for the program?</p>	<p>While there is a slight projected decline in the automotive growth over the next 10 years there is still a high demand.</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 3% growth decline between 2018-2028 in the Automotive Service Techs/Mechanics in the Automotive Field.</p>
<p>1.3 What labor market information sources are utilized?</p>	<p>IDES employment projections</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are inmates from the Department of Corrections.</p>
<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>N/A</p>

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The program was recently updated with the addition of a third certificate and an Associate degree.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>The annual cost of the program is 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>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Program offerings and funding are determined by the Department of Corrections.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>N/A</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>N/A</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<p>Disadvantaged populations have access to hands-on training to improve future employment opportunities.</p>

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>None</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Open-entry, open-exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹³? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>No. Program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, it aligns with Adult Education, Dual Credit program, and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release. This certificate is part of a series of stackable certificates that allow students different entry and exit points to improve income and employment opportunities.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>This program is offered to the disadvantaged populations within the Department of Corrections.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>N/A</p>

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

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students receive lab experience completing projects under the direction of an instructor.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>N/A</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>None</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Annual In-Service is provided to share best practices and curriculum development ideas.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Good</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Course outcomes and measure were just recently developed and data will be collected within the Weave online system.</p>

3.18 How are these results shared with others at the institution for continuous improvement?	N/A
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Classes have recently been updated in order to add more opportunities for inmates upon release.
3.20 How satisfied are students with their preparation for employment?	Students are satisfied with their participation.
3.21 How is student satisfaction information collected?	Students complete an exit interview upon completion.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	Lake Land College is not permitted to collect information on incarcerated students after release.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
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.					
CTE Program	Automotive Repair Technician formally Basic Automotive Certificate II				
CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	16	17	25	22	17
Number of Completers	89	61	82	60	45
Other (Please identify)					
How does the data support the program goals? Elaborate.	Each year the program is growing in the number of students that are enrolling. Graduation numbers are steady. The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.				
What disaggregated data was reviewed?	<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 breakdown as well as age and race distribution.</p> <p>Gender 100% Male</p> <p>Age Distribution 45% 21-32 35% 33-42 15% 43-52 5% 53-64 1% Over 65</p> <p>Race Distribution 51% White 35% Black 12% Unknown 1% Asian 1% American/Alaskan Native</p>				
Were there gaps in the data? Please explain.	There were periods when there were instructor vacancies. In year 5 the completion number was lower because of COVID restrictions.				

What is the college doing to overcome any identifiable gaps?	With IDOC permission Lake Land College continues to fill vacant instructor positions statewide to ensure more students are served.
Are the students served in this program representative of the total student population? Please explain.	Yes, Program participants reflect the demographic information of correctional students at Lake Land College.
Are the students served in this program representative of the district population? Please explain.	Students served reflect the statewide correctional population.
Review Results	
Action	<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 Automotive Service Technician program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

Career & Technical Education				
College Name:	Lake Land college			
Academic Years Reviewed:	FY 21			
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List All certificate programs that are stackable within the parent degree
Automotive Service Technician formally Basic Automotive Certificate I	Cert	15.0	47.0604	Automotive Service Technician Automotive Repair Technician Automotive Mechanics Automotive Mechanics Associate of Applied Science
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential.				
Program Objectives What are the overarching objectives/goals of the program?	This program prepares students for entry-level positions in the automotive industry. Emphasis is placed on technical skills to work in a quick lane service area.			
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed?	This program teaches practical skills and industry standards for the automotive industry.			
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	N/A			
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jennifer Billingsley Dean of Correctional Programs			
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)	N/A			

Also describe their role or engagement in this process.	
<p>CTE Program Review Analysis</p> <p>Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.</p>	
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.	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.
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?	While there is a slight projected decline in the automotive growth over the next 10 years there is still a high demand.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The IDES projects a 3% growth decline between 2018-2028 in the Automotive Service Techs/Mechanics in the Automotive Field.
1.3 What labor market information sources are utilized?	IDES employment projections
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?)	As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are inmates from the Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	N/A

<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>The program was recently updated with the addition of a third certificate and an Associate degree.</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> • What are the costs to the institution associated with this program? • How do costs compare to other similar programs on campus? • How is the college paying for this program and its costs (e.g. grants, etc.)? 	<p>The annual cost of the program is \$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>2.2 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Program offerings and funding are determined by the Department of Corrections.</p>
<p>2.3 What are ways that the college will be increasing the cost-effectiveness of this program?</p>	<p>N/A</p>
<p>2.4 What are the costs to students for this program? How does the institution/ program assist students in overcoming financial barriers to participation in this program?</p>	<p>N/A</p>
<p>2.5 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>No</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the program's strengths?</p>	<p>Disadvantaged populations have access to hands-on training to improve future employment opportunities.</p>

<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>None</p>
<p>3.3 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching etc.)? How does the program compare success rates of each delivery system?</p>	<p>Open-entry, open-exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15.</p>
<p>3.4 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB¹⁴? If so, please describe how each element is met. If no, please describe if and how the program will be improved to meet each element.</p>	<p>No. Program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.</p>
<p>3.5 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. If no, please describe if and how the college will improve the program based on the career pathway elements.</p>	<p>Yes, it aligns with Adult Education, Dual Credit program, and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release. This certificate is part of a series of stackable certificates that allow students different entry and exit points to improve income and employment opportunities.</p>
<p>3.6 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>This program is offered to the disadvantaged populations within the Department of Corrections.</p>
<p>3.7 Are there dual credit opportunities? If so please list offerings and the associated high schools.</p>	<p>N/A</p>

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

<p>3.8 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>Students receive lab experience completing projects under the direction of an instructor.</p>
<p>3.9 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, NATEF).</p>	<p>N/A</p>
<p>3.10 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>N/A</p>
<p>3.11 Is this an apprenticeship program? If so, please elaborate.</p>	<p>N/A</p>
<p>3.12 If applicable, please list the licensure examination pass rate.</p>	<p>N/A</p>
<p>3.13 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>N/A</p>
<p>3.14 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>None</p>
<p>3.15 What professional development or training is offered to adjunct and full time faculty that may increase the quality of this program? What additional professional development is needed?</p>	<p>Annual In-Service is provided to share best practices and curriculum development ideas.</p>
<p>3.16 What is the status of the current technology and equipment used for this program?</p>	<p>Good</p>
<p>3.17 What assessment methods are used to ensure student success?</p>	<p>Course outcomes and measure were just recently developed and data will be collected within the Weave online system.</p>

3.18 How are these results shared with others at the institution for continuous improvement?	N/A
3.19 What curriculum revisions have been made based on the assessment of student learning to improve program quality and improve learning outcomes?	Classes have recently been updated in order to add more opportunities for inmates upon release.
3.20 How satisfied are students with their preparation for employment?	Students are satisfied with their participation.
3.21 How is student satisfaction information collected?	Students complete an exit interview upon completion.
3.22 How are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.
3.23 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.24 How satisfied are employers in the preparation of the program's graduates?	N/A
3.25 How is employer satisfaction information collected?	Lake Land College is not permitted to collect information on incarcerated students after release.
3.26 Did the review of program quality result in any actions or modifications? Please explain.	No
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM. PLEASE CONSIDER THE FOLLOWING: RETENTION, PLACEMENT, SUPPORT SERVICES, COURSE SEQUENCING, ETC.</i>	
Lake Land College's extensive experience in IDOC ensures 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.					
CTE Program	Automotive Service Technician formally Basic Automotive Certificate I				
CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	135	158	168	176	182
Number of Completers	125	99	117	101	75
Other (Please identify)					
How does the data support the program goals? Elaborate.	Each year the program is growing in the number of students that are enrolling. Graduation numbers are steady. The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.				
What disaggregated data was reviewed?	<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 breakdown as well as age and race distribution.</p> <p>Gender 100% Male</p> <p>Age Distribution 42% 21-32 37% 33-42 16% 43-52 5% 53-64</p> <p>Race Distribution 51% White 35% Black 10% Unknown 1% Asian 1% American/Alaskan Native</p>				
Were there gaps in the data? Please explain.	There were periods when there were instructor vacancies. In year 5 the completion number was lower because of COVID restrictions.				

What is the college doing to overcome any identifiable gaps?	With IDOC permission Lake Land College continues to fill vacant instructor positions statewide to ensure more students are served.
Are the students served in this program representative of the total student population? Please explain.	Yes, Program participants reflect the demographic information of correctional students at Lake Land College.
Are the students served in this program representative of the district population? Please explain.	Students served reflect the statewide correctional population.
Review Results	
Action	<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 Automotive Service Technician program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	N/A

ACADEMIC DISCIPLINE

Academic Disciplines	
College Name:	Lake Land College
Academic Years Reviewed:	2017-2021
Discipline Area:	Social Science and Education
Program Objectives What are the objectives/goals of the discipline?	Social Sciences main objective is to provide core classes across campus for a variety of programs. A lot of our courses are elective credits and general education requirements used across campus.
To what extent are these objectives being achieved?	Based upon feedback from other areas of campus, we are successfully meeting the needs of a variety of programs. A review was done for all academic areas across campus this past year.
How does this discipline contribute to other fields and the mission of the college?	Social Science classes fulfill elective and general study requirements in various programs across campus
Prior Review Update Describe any quality improvements or modifications made since the last review period.	We have recently developed guided pathways and added courses as a result to ensure students have the necessary classes to be successful.
Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	2021
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?	We have recently completed a review of all disciplines across campus through the Guided Pathways initiative. This campus wide effort had members from each academic area. A thorough review resulted in changes to many areas of curriculum.
1.2 How will students be informed or recruited for this discipline?	The College has two student recruiters, an outreach coordinator to market nontraditional students, career days, Lake visit days, Dual Credit resources for recruitment, etc.

<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>No changes have occurred since last review None have been added or deleted</p>
<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>	<p>69 courses PSY 271 Introduction to Psychology</p>
<p>Indicator 2: Cost Effectiveness</p>	<p>We provide elective and general education programs to all areas and disciplines in the college</p>
<p>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>	<p>The overall total cost for our division is approximately 2,000,000 per academic year. Compared to other divisions our size this is similar to others as far as cost. Factors such as length of employment differ from division to division. The majority of the total cost are for faculty and staff. There are 16 fulltime instructors, an average of 50 part time instructors per year as well as a fulltime administrative assistant.</p>
<p>2.2 What steps can be taken to offer curricula more cost-effectively?</p>	<p>Reducing the number of section offerings based on enrollment.</p>
<p>2.3 Is there a need for additional resources?</p>	<p>Yes, we have very little travel budget and our supply budget has been dramatically cut over the past several years. Money to attend conferences has been cut as well.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible-scheduling, accelerated, team teaching, etc.)?</p>	<p>We offer in-person, online, hybrid options for classes</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?</p>	<p>Yes, this is done through our assessment process and our institutional research office. Data is collected and compared for each course offered.</p>

<p>3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?</p>	<p>Faculty are evaluated as per the Collective Bargaining Agreement and a classroom evaluation is conducted by the division chair every 2 years for tenured faculty. Non-tenured faculty are evaluated yearly until they establish tenure. Lead instructor reviews, course assessment results from all sections taught, and communicates results and potential changes to all instructors. Adjunct faculty are required to conduct instructor and course evaluations in each course for fall and spring semesters each year and this information is reviewed by the division chair.</p>
<p>3.4 What professional development is offered for full- and/or part-time faculty in this discipline?</p>	<p>The college offers a variety of professional development activities throughout the year. Both fulltime and adjunct faculty can participate in these activities. It is a requirement of fulltime faculty to get hours as outlined in the collective bargaining agreement. Moneys to attend professional development and conferences has been very sparse the last few years so very few opportunities for development outside the college have not occurred.</p>
<p>3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?</p>	<p>We currently have one serving on the Social Science panel.</p>
<p>3.6 How does the discipline identify and support “at-risk” students?</p>	<p>Data is used to identify at risk students. In addition, each faculty member identifies students in their courses that are considered at risk and refer them to counseling services.</p>
<p>3.7 To what extent is the discipline integrated with other instructional programs and services?</p>	<p>The division offers courses that are used in all areas of discipline offered by the college. Many of our courses fulfill the general education courses for a variety of programs. We also work closely with Student Services to provide necessary services.</p>
<p>3.8 What does the discipline or department review when developing or modifying curriculum?</p>	<p>The division looks at enrollment figures in classes as well as working with all divisions to ensure the curriculum offered is still appropriate and accurate. Some programs have Advisory Panels from various professions that are utilized when modifications are needed.</p>
<p>3.9 When a course has low retention and/or success rates, what is the process to address these issues?</p>	<p>Data is used to determine low retention/success rates as well as course assessment results. These are discussed both individually and as a whole division to explore potential causes</p>
<p>3.10 How does the college determine student success in this discipline?</p>	<p>Individual courses are evaluated based on course content and past performance of the student. A standard of tests and measurements are used. Comparative data is also used.</p>

3.11 Did the review of quality result in any actions or modifications? Please explain.	Individual faculty have used the data to make changes and modifications as needed.
List any barriers encountered while implementing the discipline.	
With open enrollment, we get a variety of students with different abilities. This can be a challenge in courses that require extensive writing and critical thinking skills. Many students are not college ready and require extensive remediation. Recent enrollment declines have also presented problems with offering classes to meet the needs of students who require a variety of schedule options.	

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	Social Science Education				
Course Title	ANT 200 Anthropology				
Course Description	The course provides an introduction to cultural and physical anthropology. Human and animal behavior is studied by using the comparative method. Some of the topics covered are: religion, magic, kinship, sex roles, human evolution, race, archeology and primates.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	70	87	109	102	56
Credit Hours Produced	127	177.5	225.5	231	119.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.74	86.67	83.21	85.83	75
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1 900N				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No major findings indicated a need for modifications
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors
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	Social Science Education
Course Title	CJS150 Introduction Criminal Justice
Course Description	Focuses on an overview of the justice system with emphasis on the total system of police, courts, and corrections.
	Year 1 Year 2 Year 3 Year 4 Year 5
Number of Students Enrolled	10 89 129 97 57
Credit Hours Produced	45 180.5 252 239 149
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80 74.16 79.07 78.35 78.95
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and

	student demographic (age, gender, race, etc.) is also available in Tableau.
Were there identifiable gaps in the data? Please explain.	No
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.	We will continue to monitor data after each semester
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No major findings indicated a need for modifications
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	CJS 152 Criminal Investigations 1				
Course Description	Focuses on the fundamentals of investigation, crime scene applications, and investigative techniques and procedures. Upon completion of this course, the student will understand the theory and practicality of investigation from crime scene to courtroom.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	51	74	89	62	16
Credit Hours Produced	90	171.5	178	132.5	37
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.27	87.84	88.76	75.81	81.25
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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.	We will continue to monitor data after each semester				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No major findings indicated a need for modifications
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	CJS 153 Police Operations				
Course Description	This course focuses on the duties and responsibilities of the patrol officer. Topics covered will include routine patrol, traffic enforcement, and officer survival.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	13	8	17	9
Credit Hours Produced	16.50	23.5	11.5	28.50	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.50	92.31	100	76.47	66.67
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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.	We will continue to monitor data after each semester				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 success rate lower. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	CJS156 Criminal Law				
Course Description	A study of the concept of social order, examining criminal law. Crime is defined and examined as is criminal responsibility, mental state, physical act and other fundamental legal doctrines.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	61	50	46	54	12
Credit Hours Produced	113.5	83.5	94	109.5	40.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81.97	86	80.43	87.04	75
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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.	We will continue to monitor data after each semester				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	CJS 158 Juvenile Justice				
Course Description	Designed to familiarize the student with development and trends in the juvenile justice system. It includes delinquency prevention, causation of juvenile crime, and treatment and control of the juvenile delinquent.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	57	63	36	53	10
Credit Hours Produced	107.5	110	67.5	106	21
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.46	84.1	86.11	81.13	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	CJS 160 Criminal Evidence and Procedure				
Course Description	Focuses on the application of Constitutional law. Procedural responsibilities of the police as they apply to the constitutional rights of the individual will be emphasized.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	48	46	65	53	24
Credit Hours Produced	83	106	131	109.5	50.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81.25	84.78	84.62	69.81	95.83
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	CJS 166 Corrections				
Course Description	Enables the student to develop an understanding of the current problems in correctional institutions. Sentencing trends, alternatives to incarceration, inmate life of population, and their effect on the system will be examined.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	45	35	45	18	31
Credit Hours Produced	84.5	65	81	34	66
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80	85.71	80.0	100	93.55
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 4 student enrolled numbers low. This was the beginning of Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	CJS 250 Criminology				
Course Description	This course analyzes criminological theories. Crime in relation to physical and psychological factors, to cultural areas, to the family and to other social institutions will be examined. Consideration is given to professional crime and white collar crime.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	15	19	27	1
Credit Hours Produced	28	23.5	28.5	53.5	2
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.31	100	73.68	81.48	0.00
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low and success rate low. The one student who took the class did not pass. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	ECE100 Introduction to Early Childhood Education				
Course Description	This course focuses on an overview of early childhood care and education that includes basic values, professional disposition, program operation, historical influences, assessment, and structure. Includes 20 hours of practicum.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	39	36	29	36	16
Credit Hours Produced	68	56.5	48.5	68	36.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	61.54	75	79.31	75	75
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	ECE 102 Health Safety and Nutrition Young Child				
Course Description	This course focuses on the health, safety, and nutritional needs of children in group settings as well as the personal health of the individual. Emphasis is placed on preventive health through education and the development of healthy habits.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41	45	41	42	16
Credit Hours Produced	83.5	69	70.5	77	29
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.05	80	90.24	78.57	75
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	ECE 110 Child Behavior Management				
Course Description	This course focuses on the use of positive redirective techniques in shaping behavior so children can learn self-discipline and self-control. Observation of discipline problems and analyzation of procedures are required of the student.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	51	43	27	42	26
Credit Hours Produced	89	70.5	42	79	52
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.43	83.72	81.48	88.10	84.62
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No major findings indicated a need for modifications
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	ECE120 Field Experience Seminar				
Course Description	This course prepares the student for the Field Experience practicum (ECE125) and includes preparation of credentials for seeking employment.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	21	8	6	1
Credit Hours Produced	10.5	19	7.5	5.5	1
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	87.50	83.33	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor. The one student enrolled was not successful</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	ECE 125 Field Experience				
Course Description	Supervised practicum designed for Early Childhood and Child & Family Services and Paraprofessional Education majors to provide on-the-job experience. Practicum will include application of: program and classroom management skills, managing daily routines, curriculum development, agency policies and regulations, and enhancement of family involvement.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	12	20	8	0
Credit Hours Produced	12	12	18	7	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	95	87.50	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps	We will continue to monitor data after each semester				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student no students enrolled. This was during Covid and Field Experiences per cancelled</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	ECO 130 The American Economy				
Course Description	Combines Macroeconomics and Microeconomics and focuses on basic supply and demand analysis, national income accounting, business cycles, inflation, unemployment, fiscal and monetary policy, and international economic problems.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	54	49	58	60	24
Credit Hours Produced	99	88	100.5	105	52.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.19	87.76	84.48	91.67	70.83
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	ECO 231 Principles of Economics 1 (Macro)				
Course Description	Focuses on the nature and method of economics, basic supply and demand analysis, national income accounting, business cycles, inflation and unemployment, fiscal policy, money and banking, and monetary policy.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	408	429	414	391	237
Credit Hours Produced	819	748	723	751	511
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72.30	74.13	75.36	79.28	78.90
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 901				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	ECO 232 Principles of Economics II (Micro)				
Course Description	Focuses on free enterprise and the economic functions of government, advanced supply and demand analysis, pricing in competitive/non-competitive markets, and pricing in resource markets.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	168	202	172	191	81
Credit Hours Produced	291	359	305	326	163
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81.55	82.18	83.72	88.48	79.01
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 902				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	EDU 100 Introduction to Education				
Course Description	An overview of the American education system. Social, historical and philosophical foundations give perspective to an examination of current issues, policies and trends in the field of education, including cultural diversity. A 30 hours practical lab is required for this course.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	74	93	79	104	56
Credit Hours Produced	138.5	189.5	157	229.5	135
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.14	89.25	83.54	92.31	87.50
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers lower. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	EDU 103 Teaching and Learning with Technology				
Course Description	This course features practical ways to use various types of technology for the K-12 classroom teacher. This is a basic course in microcomputers, their operation, and utilization in K-12 classrooms.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	37	34	58	63	44
Credit Hours Produced	76.5	90	103	126.5	94
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.68	97.06	86.21	74.60	81.82
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	EDU 190 Introduction to Special Education				
Course Description	This course is designed to introduce the student to the study of exceptional children, including a survey of the child's developmental traits and examination of appropriate intervention techniques.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	67	59	67	83	38
Credit Hours Produced	118.5	121	117.5	173.5	85
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.61	83.05	86.57	81.93	86.84
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	EDU 200 Educational Psychology				
Course Description	The application of psychology principles to education. Special emphasis on understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement, creativity and the impact of culture on learning styles.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	40	39	37	50	29
Credit Hours Produced	83.5	93	94	99	56
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.50	82.05	89.19	88.0	96.55
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	EDU 210 Diversity in Schools and Societies				
Course Description	This course is a study of how schooling is shaped by and ought to respond to the social contexts in which it occurs, particularly in multicultural and global contexts.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	37	57	54	67	35
Credit Hours Produced	100	106	104	141.5	71
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94.59	91.23	94.44	86.57	97.14
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	GEO 140 World Geography				
Course Description	This course is about the world's great realms, surveyed and discussed in geographic perspective. It links human society and culture to the world's natural environment and climates.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	63	83	94	99	58
Credit Hours Produced	115	168	250	206.5	121
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	93.65	86.75	80.85	86.87	81.03
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S4 900N				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	HED 102 Nutrition				
Course Description	A course in nutritional education including: food groups, diet goals, energy nutrients, digestion, absorption and metabolism. Water, vitamins, and minerals will be studied. Diet analysis and disease of digestion will be covered.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	276	249	269	265	146
Credit Hours Produced	409	393	444	534	335
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.78	84.74	85.13	80.0	72.60
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
<p>Rationale</p> <p>Provide a brief summary of the review findings and a rationale for any future modifications.</p>	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
<p>Resources Needed</p>	None
<p>Responsibility</p> <p>Who is responsible for completing or implementing the modifications?</p>	Division Chair and lead instructors

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	Social Science Education				
Course Title	HED 178 Responding to Emergencies				
Course Description	The purpose of the American Red Cross Responding to Emergency course is to provide the citizen responder with the knowledge and skills necessary in an emergency to help sustain life.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	278	269	244	223	103
Credit Hours Produced	342	541	509	481	225
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.93	89.22	89.75	89.24	87.38
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	HED 179 Advanced 1 st Aid and CPR				
Course Description	Studies all phases of advanced first aid and safety. Also includes Cardiopulmonary resuscitation (CPR). Students receive an Advanced First Aid card and a CPR card with the successful completion of the course.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	21	16	Class not offered	Class not offered
Credit Hours Produced	33	30	33.5		
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	90.48	100		
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 4 and 5 the class was not offered due to low enrollment
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	HED 200 Principles of Health				
Course Description	This course is designed to explore the most important health issues current and past. Helping students to make responsible decisions that will affect them throughout their life. Focus will be on interrelating behavior with one's own health decisions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	106	98	91	104	49
Credit Hours Produced	182.5	150	147	164.5	81
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72.64	75.51	79.12	87.50	81.63
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	HED-270				
Course Description	A study of public health, school health, occupational health, social and recreational services and self-care.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	19	10	19	18
Credit Hours Produced	24.5	32.5	16	35	27.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.86	63.16	90.00	89.47	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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.	We will continue to monitor data after each semester				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The numbers are typically low in this class due to only required by a few majors.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	HED 290 Disease Processes				
Course Description	The course details with the epidemiology of the major communicable diseases and the causative factors of the degenerative diseases. Historical aspects of diseases are studied. The system of human immunity is the second unit covered.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	70	92	137	114	Not offered
Credit Hours Produced	86	119	185.5	166.5	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.71	80.43	83.21	77.19	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	HIS 153 History and Culture of the Third World				
Course Description	The course will introduce the student to history and culture in the third world from ancient civilizations to the modern era. This course will focus upon broad themes in history and culture and will examine those themes in each major historical era.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	157	139	116	135	92
Credit Hours Produced	336	233	202	224	191
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.71	85.61	82.76	91.85	80.43
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H2 903N				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	HIS 155 History of U.S. I				
Course Description	A survey of early American history viewed with an emphasis on the political, social, economic, and ideological foundations of the Republic. Major topics include colonialism, revolution, federalism, nationalism, sectionalism, expansion, slavery, religion, Civil War.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	144	126	139	116	81
Credit Hours Produced	276	249	275	245	190
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.14	73.81	77.70	71.55	77.78
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	HIS 156 History of the U.S. II				
Course Description	Views U.S. History since the end of Reconstruction with emphasis on how the domestic and international conflicts helped shape our modern society.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	126	105	95	114	54
Credit Hours Produced	275	210.5	189	252	124
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.63	62.86	69.47	70.18	75.93
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 901				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	HIS 250 Western Civilization to 1660				
Course Description	A survey of the political, economic, cultural and social development of Western Civilization to 1660. Topics include prehistory, ancient near east, Greco-Roman world, Germanic migrations, middle ages, Renaissance and Reformation, and the beginnings of the Modern World.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	125	153	110	134	67
Credit Hours Produced	230	296	204	276	156
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.0	73.20	72.73	70.15	71.64
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H2 901				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	HIS 252 Western Civilization 1660 to Present				
Course Description	Survey of Western Civilization with topics including absolutism, the rise of modern science, the French Revolution, the Industrial Revolution, the Age of Ideology, Imperialism, the Russian Revolutions, World War I, the Rise of Totalitarianism, World War II and the Contemporary Age.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	217	205	201	169	65
Credit Hours Produced	446	366	367	331	142
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.34	73.17	75.12	76.92	69.23
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H2 902				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	HSP 101 Dynamics of Domestic Violence				
Course Description	Study of dynamics of Domestic Violence, focusing on program philosophy, cultural diversity, direct relation of substance abuse, crisis intervention, understand IL Domestic Violence Act, criminal aspects, battering treatment & how Domestic Violence affects children & our society.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	12	9	9	8
Credit Hours Produced	30.5	20.5	13.5	13.5	14.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73.33	83.33	88.89	77.78	62.50
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>This course is used for Human Services program only so numbers are consistently low</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	HSP 103 Foundations of Human Services				
Course Description	Foundations in the discipline of human services, including: Historical origins, ethics and values, skill development, roles of the profession, career opportunities, challenges, examination of diverse and at-risk populations, and policy issues in human services.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	60	48	54	54	28
Credit Hours Produced	90.5	77.5	111.5	100	53.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.33	81.25	74.07	87.04	64.29
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	HSP 120 Introduction to Social Work				
Course Description	An introduction to generalist practice: Historical origins, values and ethics, practice methods, research considerations, and policy issues in social work. Examination of diverse and at-risk populations; the wide variety of problems workers confront, knowledge and skills of the worker.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	43	51	44	51	41
Credit Hours Produced	79	115.5	100.5	84	84.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74.42	86.27	65.91	74.51	85.37
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>No action needed</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	HSP 122 Social Welfare				
Course Description	A study of the history, purpose, philosophy, methods and values governing social welfare, with an overview of the American social welfare system, programs and structure of service delivery. Examination of the relationships among social welfare systems and institutional structures.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	51	43	40	44	19
Credit Hours Produced	78.5	68.5	65	110	47.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.35	79.07	80	84.09	68.42
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	PED 141 Weight Training				
Course Description	To introduce to the student the basic principles of weight training, to demonstrate and participate in various programs, and increase strength.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	120	111	92	111	64
Credit Hours Produced	114	105.5	91.5	221	128
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	98.33	99.10	96.74	99.10	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 143 Aerobics				
Course Description	The course is designed to acquaint students with different exercise routines to improve their overall physical condition, progress from an intermediate level to a more advanced level. Routines are executed to upbeat music.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	6	5	Not taught	Not taught
Credit Hours Produced	6.5	6	4.5		
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.0	100	100		
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No action needed
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 152 Theory of Motor Learning				
Course Description	Provides a study of the different theories of the acquisition of motor skills and the nature of human locomotion.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	10	7	10	1
Credit Hours Produced	12	12	10	12.5	2.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	80	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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.	We will continue to monitor data after each semester				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 172 Basic Activities for the Elem/Sec Child				
Course Description	Focuses on games and activities for elementary and secondary level including body mechanics, basic exercises and rhythms. Includes team games for secondary level.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	18	24	31	14
Credit Hours Produced	33.5	26	33	49	20.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91.3	100	95.83	96.77	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 183 Introduction to Physical Education				
Course Description	Focuses on the general scope, purpose, history, growth, and development of Physical Education.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	5	12	12	16	21
Credit Hours Produced	10	17	22.5	22.5	29.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80	97.12	58.33	75	90.48
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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.	We will continue to monitor data after each semester				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No modification needed
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 185 Basketball/Volleyball Sports Officiate				
Course Description	Focuses on the general scope of sports officiating. Successful completion of the class allows the student to write IHSA for the official's exam.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	6	6	11	Course not offered
Credit Hours Produced	10	7	7	15.5	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	90.91	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 not offered. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 209 Aerobic Fitness				
Course Description	Class is designed to teach basic skills, rules and regulations, and to allow students to participate in weight training and cardiovascular activities. Student will be given a grade according to the number of minutes performed in the semester.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	230	226	212	265	98
Credit Hours Produced	216	211.5	204.5	259.5	97.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.91	83.19	82.55	86.79	94.90
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	PED 226 Theory of Baseball				
Course Description	This course focuses on rules and history of baseball, basic skills, organizing practices, and acquiring a general knowledge of baseball. This prepares the student to teach and coach baseball.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	9	Course Not offered	Course Not offered	Course not offered
Credit Hours Produced	15	9			
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100			
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Course was not offered years 3-5 due to lack of interest
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 227 Theory of Basketball				
Course Description	Students are taught the necessary skills to conduct classes and coach the sport of basketball. Drills, game techniques and strategies are practiced in the lab situation. Each student will teach a unit in basketball theory.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	21	20	32	Course Not offered
Credit Hours Produced	14	20.5	40	63.50	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	95.24	100	93.75	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 course not offered due to Covid
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 244 Kinesiology				
Course Description	The study of functional musculoskeletal anatomy, muscle actions, and the laws of physics used in the performance of human motion.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	22	22	20	9
Credit Hours Produced	26.5	22	23	22	15
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.59	86.36	77.27	95	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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.	We will continue to monitor data after each semester				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PED 285 Fitness for Life				
Course Description	An individual approach to assist students to develop a lifetime of wellness through fitness. The course includes a thorough physical fitness/risk factor assessment battery. Students will be required 2 hours of physical workout a week.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	20	13	21	13
Credit Hours Produced	49	38.5	19	28.5	26
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.31	90	92.31	95.24	76.92
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	POS 160 American National Government				
Course Description	The fundamental principles of the American Government are summarized. Such topics as federalism, civil liberties, citizenship, parties and elections, the Presidency, Congress, Judiciary, and national policies and politics are discussed within the framework of the American Constitutional system.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	271	132	249	210	86
Credit Hours Produced	461	209	460	385	191
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.39	88.64	83.13	80.48	94.88
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 900				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	POS 162 American National Government				
Course Description	Focuses on legal authority, structure, leadership and functions of state, county, city, township, and special district governments. The Illinois state constitution is analyzed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41	58	48	49	16
Credit Hours Produced	69	85	83	85.5	32
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	58.54	70.69	70.83	73.47	81.25
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 902				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	POS 264 International Government				
Course Description	An examination of the nation-state system and the sources of conflict in the international community. Comparative political economic systems are studied, as well as the rise of multi-national corporation and international organizations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	9	20	6	5
Credit Hours Produced	24.5	19	57	14.5	11.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.57	100	65	66.67	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	5 904N				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PSY 271 Introduction to Psychology				
Course Description	Focuses on psychology as a science, introducing Concepts, research methods and research in a variety of subfields, including neuroscience, sensation and perception, consciousness, learning and memory, cognition, motivation and emotion, development, personality, disorders and therapy, and social psychology.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	358	831	776	654	421
Credit Hours Produced	597	1483	1444	1324	947
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72.63	79.54	75.64	74.31	77.43
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 900				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	PSY 272 Intimate and Family Relations				
Course Description	Examines how intimate relationships are formed maintained and how they sometimes fail. Theory, research methods and research on attraction, parenthood, multigenerational families, communication, interdependency, love, sexuality, conflict, power and violence. Explores the changing views of sexuality, families and marriage.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	22	26	15
Credit Hours Produced			43.5	48.5	28
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			72.73	84.62	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps	We will continue to monitor data after each semester				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>This is a new course first time taught was Spring 2019</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	PSY 273 Abnormal Psychology				
Course Description	Takes an integrative approach to psychopathology. Areas of study include research methods; clinical assessment and diagnosis; descriptions, causes, and treatments of the major psychological disorders; and legal and ethical issues in abnormal psychology.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	51	115	104	86	44
Credit Hours Produced	87	197	188.5	153	84.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.47	80.00	80.77	77.91	86.36
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 905				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PSY 274 Child Development				
Course Description	Study of theories and research methods used to study development, from conception to adolescence. Topics include physical, sensory and perceptual, cognitive, language, emotional, social, and gender development, as well as family, peer, and institutional influences on development.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	57	169	155	142	65
Credit Hours Produced	95	297	275	280	143
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.44	78.11	85.16	77.46	69.23
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 903				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	PSY 275 The Psychology of Maturity and Old Age				
Course Description	Study of theories, research methods and findings in the physical, cognitive, and social-emotional development of individuals past middle age.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	72	54	43	12
Credit Hours Produced	49.5	113	83	75.5	26.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	96.55	91.67	79.63	79.07	91.67
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 905				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PSY 277 Social Psychology				
Course Description	Study of social behavior including research methods, attitude formation and changes, social cognition, interpersonal relations, group processes, and social influences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	45	109	93	91	33
Credit Hours Produced	83.5	180.5	179.5	171.5	65
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	88.89	82.57	83.87	82.42	78.79
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 908				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	PSY 279 Human Development and Life Span				
Course Description	Study of theories, research methods and findings in physical, cognitive, and social-emotional development from conception through death.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	132	310	339	358	195
Credit Hours Produced	221	499	557	710	448
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.55	82.90	88.20	81.01	77.95
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 902				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

<p>review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SOS 235 Death and Dying				
Course Description	Study of human interaction focusing on social influences shaping personality, structure and dynamics of human society. Topics include: sociological perspective, culture, society, social interaction; social change in global perspective; socialization; families; social class; and social stratification; race and ethnicity; and deviance.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	11	Course not offered	Course not offered	Course not offered
Credit Hours Produced	10.5	18.5			
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	72.73			
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps	We will continue to monitor data after each semester				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 3 - 5 the course was not offered due to low enrollment</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SOC 280 Introduction to Sociology				
Course Description	Study of human interaction focusing on social influences shaping personality, structure and dynamics of human society. Topics include: sociological perspective, culture, society, social interaction; social change in global perspective; socialization; families; social class; and social stratification; race and ethnicity; and deviance.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	131	264	233	219	151
Credit Hours Produced	220	444	412	458	315
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74.81	73.48	77.25	82.19	78.15
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 900				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps	We will continue to monitor data after each semester				

<p>Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SOC 282 Social Problems				
Course Description	An issue oriented course. Among the issues covered are how sociologists view social problems, the changing family, poverty, race and ethnic relations, aging, crime and criminal justice, human sexual behavior, problems of physical and mental illness, urban problems, and other areas based upon student interests.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	47	68	89	98	46
Credit Hours Produced	77	122	172	203	97
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.72	73.53	87.64	81.63	58.70
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 901				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SOC 284 Sociology/Deviant Behavior				
Course Description	Nature and dynamics of deviant behavior. The course includes theories of deviance, social control and forms of deviant behavior. Forms may include drug use, sexual behavior (prostitution and pornography), personal violence, crime and delinquency and mental disorders.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	11	23	16	7
Credit Hours Produced		48	48	41.5	16.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		90.91	65.22	81.25	57.14
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SOC 286 Racial and Ethnic Groups				
Course Description	An examination of American racial and ethnic diversity with an attempt to understand racial and ethnic relations. The examination is made emphasizing the sociological perspective while including material from the other social sciences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	26	44	46	35
Credit Hours Produced		51.5	85	86.5	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		80.77	75.0	76.09	85.71
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 903				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	No significant findings
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

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	Social Science Education				
Course Title	SOC 288 Sociology of Sexuality and Gender				
Course Description	This course examines sociological concepts, theories, and research related to gendered issues. It explores development of gender cross-culturally, and consequences of dividing society along gendered lines. Topics: gender socialization, culture of gender, differences in gendered experiences in major institutions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	12	17
Credit Hours Produced				25.5	41.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				83.33	76.47
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>This was a new course offered Spring 2020 for the first time</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SOC 290 Sociology of Family				
Course Description	This course examines the major sociological concepts, theories, and research related to marriage, family, and increasing diversity of family types. Special emphasis will be on theorizing family, gender, parenting, balance work and family, and social problems interrelated to family life.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	15	43	9
Credit Hours Produced			26.5	85.5	21.5
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			66.67	86.05	55.56
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 902				
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>New course offered Spring 2019 first time</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SFS 101 Strategies for Success				
Course Description	Designed to improve student performance in college and beyond. Topics include: college resources; identification of college and career goals; implementation of study, note-taking, and test-taking strategies; and development of life management skills including time management, stress management, and relationship skills.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	161	344	361	364	216
Credit Hours Produced	241	522	556	572	379
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	63.35	71.51	73.13	68.96	66.20
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SFS 102 Strategies for Money Management				
Course Description	Students will explore basic economic principles, financial literacy, and personal money management. Topics include budgets, financial institutions, interest, saving, credit and creditors' marketing tactics, managing debt, identity theft, insurance, investing, taxes, estate planning, and retirement.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	6	9	13	9
Credit Hours Produced		5.50	9	22	14
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100	66.67	92.31	55.56
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the	We will continue to monitor data after each semester				

<p>future based on this review with a timeline and/or anticipated dates.</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>Class typically has a low enrollment as is an elective not required</p>
<p>Resources Needed</p>	<p>None</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Division Chair and lead instructors</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	Social Science Education				
Course Title	SFS 103 Life Strategies				
Course Description	Designed to assist students in improving critical thinking skills, designing effective goals and creating a successful life and financial management plan. Emphasis will be placed on career and transfer advancement as well as financial planning.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	26	30	11	6
Credit Hours Produced	25	44	54.5	23	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73.33	84.62	80.0	90.91	83.33
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is an acceptable level				
What disaggregated data was reviewed?	Course completion rates, number of students enrolled and credit hours earned as indicated in Tableau reports provided by the colleges Data Personnel. Grade distribution by course and student demographic (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this	We will continue to monitor data after each semester				

review with a timeline and/or anticipated dates.	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Year 5 student enrolled numbers low. This was during Covid when classes changed to online. Will continue to monitor
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Division Chair and lead instructors

CROSS-DISCIPLINARY

<i>VOCATIONAL SKILLS</i>	
<i>COLLEGE NAME:</i>	Lake land College
<i>FISCAL YEAR IN REVIEW:</i>	2021
<i>REVIEW SUMMARY</i>	
<p>Program Objectives What are the objectives or goals of the program?</p>	<p>Designed for individuals with little or no commercial driving experience, this program includes everything a student needs to obtain an entry level driving position in the trucking industry.</p>
<p>To what extent are these objectives or goals being achieved?</p>	<p>The program objectives are being achieved and students are able to attain their CDL Licenses from the Secretary of States. These student are sought after by companies looking for employees and will repeatedly return to visit and speak with the classes.</p>
<p>How does this program contribute to other fields and the mission of the college?</p>	<p>This program contributes to the mission of the college by offering CDL training services by offering affordable classes.</p> <p>We offer multiple classes per semester allowing accessibility for students to enter the course within a few weeks instead of waiting for the new semester.</p>
<p>Prior Review Update Describe any quality improvements or modifications made since the last review period.</p>	<p>We have updated the vehicles used for training the students.</p> <p>Expanded program locations to include our location in Marshall, IL</p> <p>Became a certified provider for the National Safety Councils Professional Truck Driver course</p> <p>Continued improving the lesson plans to meet with industry standards</p> <p>Implemented new mid-term and final exams to test student knowledge retention</p> <p>Formed a CDL advisory board with industry leaders to ensure best practices and essential topics are covered by the course.</p>

REVIEW ANALYSIS	
<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>	
Indicator 1: Need	Response
<p>1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.</p>	<p>The program is sufficient to ensure student are prepared to enter the job market as an entry level heavy motor vehicle operator.</p> <p>The students are able to quickly obtain their certifications and graduate the program within a condensed timeframe allowing them to gain employment faster than the typical certificate programs.</p>
<p>1.2 How will students be informed or recruited for this program?</p>	<p>We recruit students at local job fairs, High School visits, radio and Facebook advertisement as well as word of mouth.</p>
<p>1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.</p>	<p>Past enrollment trends indicate a steady supply of students attending the CDL course. With the introduction of the Entry Level Driver Training Rule we project an increase in student enrollment for late FY22 and FY23 then they will level off at the new higher number.</p>
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
<p>2.1 What are the costs associated with this program?</p>	<p>The costs associated with this program are:</p> <p>Personnel Requirements I.e. Pay, Insurance, etc. Vehicle operating expenses with fuel, maintenance, replacement, insurance,</p> <p>These costs are similar to other programs within the college and the program is paid for utilizing revenue from enrollment.</p>
<p>2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?</p>	<p>This program is supported by revenue from enrollment.</p>
<p>2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?</p>	<p>This program cost is already comparable to or lower than similar programs held at other institutions.</p>

<i>INDICATOR 3: QUALITY</i>	<i>RESPONSE</i>
<p>3.1 What are the program's strengths?</p>	<p>The program strengths are small class sizes and student to instructor ratios of no higher than 4 students to 1 instructor. This allows the instructors to individualize each student and get to know their individual learning styles as well as identify the student's strengths and weaknesses to tailor the training for their improvement on specific areas.</p> <p>Another strength is changing instructors week to week, and the ability to move the students between instructors. We have noted that one instructor may not be able to communicate to a student where another instructor will be able to get the information across by phrasing it a slightly different way. This approach greatly increases learning by students.</p>
<p>3.2 What are the identified or potential weaknesses of the program?</p>	<p>Weaknesses of the course are we are dependent on the vehicles being operational as much as possible as well as students showing up on time and making progress. The weather also plays an important role as we do not want to place students or staff in a dangerous situation by allowing untrained student to operate vehicle in unsafe weather conditions.</p>
<p>3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?</p>	<p>This is not measured as the skills upgrades are completed by the company trainers and not usually the community colleges as these generally require company specific procedures to be taught.</p>
<p>3.4 How are vocational skills offerings appropriately integrated with other programs and services?</p>	<p>This program has integrated with the Agriculture department by offering an in-class only version for students that have access to the equipment for their use.</p> <p>We are also working on integrating with the mechanics courses on campus to train maintainers as well as drivers to operate and do maintenance on the vehicles.</p>

<p>3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules?</p> <ul style="list-style-type: none"> • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing 	<p>Students receive all required training as outlined by federal and state laws and regulations. Students are also evaluated by the instructors for mastery of skills.</p> <p>Students usually come to the program with little or no truck driving experience. We do offer refresher courses that cater to the driver that already in the workforce to upgrade their skills.</p> <p>Students are taken through mock testing before they are taken to the Secretary of State facilities for the actual testing. This allows them to understand what is required for them to receive their CDL.</p>
<p>3.6 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?</p>	<p>N/A</p>
<p>3.7 What professional development or training is offered to instructors and/or staff to ensure quality programming?</p>	<p>Staff development is offered every semester and all personnel are encouraged to attend the sessions they are interested in to improve their skillset. All CDL instructors attend a yearly conference that covers rules and regulations as they pertain to trucking companies.</p>
<p>3.8 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.</p>	<p>On average 97.6% of students that enroll in the course pass the course. This allows them to move on to the labor force to be hired as entry level tractor trailer operators. Since the course is nonstandard and shorter than the semester students do not have a long retention period. On average two students per year drop from the program.</p>
<p><i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i></p>	
<p>There have been no barriers to implementing this course during this time.</p>	
<p>REVIEW RESULTS</p>	
<p>Rationale Provide a brief summary of the review findings and a rationale for any future modifications.</p>	<p>N/A</p>

<p>Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.</p>	<p>The program will be presenting the new curriculum to the institutions curriculum review board as well as ICCB in the fall of 2021. This will ensure the curriculum is approved for the Feb 7, 2022 Entry Level Driver Training Rule and we will transition to the new curriculum.</p>
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STUDENT AND ACADEMIC SUPPORT SERVICES

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Lake Land College
Academic Years Reviewed:	2017-2021
Review Area:	Athletics
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The athletic program at Lake Land College provides an opportunity for students to further develop their athletic talents, while also providing those students with a quality academic experience. We strive to recruit student-athletes who will succeed not only in athletics, but in the classroom as well. We anticipate that the combination of academics and athletics helps prepare solid, well-rounded individuals who will enter our society as leaders with strong ethics.</p> <p>The college’s athletic facilities reflect the success of the athletic programs. Championship, All-American, and Hall of Fame banners hang neatly in the Field House and the Athletic Hall of Fame plaques adorn the entry wall. Athletes can complete their sport-specific workouts in the college’s state-of-the-art student fitness center. Both men’s and women’s locker rooms have individual shower stalls, new flooring, and a totally new appearance. The baseball and softball diamonds are now at the top of the line in the GRAC conference. Both diamonds have stadium seating for the comfort of the fans, brick dugouts, and concrete walkway areas from dugout to dugout. The baseball and softball diamonds will have new playing surfaces this summer and are truly at the top in the conference.</p> <p>Funds and opportunities are equally divided among male and female students and our program remains exemplary relating to Title IX requirements, as documented by the annual Equity in Athletics Report. We have five intercollege sports and maintain academic focus while also experiencing success in all of our athletic programs.</p>

	<table border="0"> <tr> <td>Men</td> <td></td> <td>Women</td> <td></td> </tr> <tr> <td>Basketball</td> <td>16</td> <td>Volleyball</td> <td>13</td> </tr> <tr> <td>Baseball</td> <td>45</td> <td>Basketball</td> <td>13</td> </tr> <tr> <td></td> <td></td> <td>Softball</td> <td>22</td> </tr> <tr> <td></td> <td></td> <td>Cheerleading</td> <td>12</td> </tr> </table> <p>Lake Land College became a member of the National Junior College Athletic Association at the Division I level in 2005 and began play in the Great Rivers Athletic Conference (GRAC). We are very proud of the success of our athletic teams both on and off the field. We continue to emphasize the student first of student/athlete. Our goal is to provide a four-year atmosphere in a two-year environment. We look forward to making positive strides in the athletic program at Lake Land College and encourage everyone to attend as many events as possible.</p>	Men		Women		Basketball	16	Volleyball	13	Baseball	45	Basketball	13			Softball	22			Cheerleading	12
Men		Women																			
Basketball	16	Volleyball	13																		
Baseball	45	Basketball	13																		
		Softball	22																		
		Cheerleading	12																		
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>Over the course of the past five years we have made some major sets in facilities both physical and technology wise. We have been able to upgrade our field house with a new scoreboard and video board along with updating the side goals. We were able to renovate the gym floor this past summer. We have upgraded our camera system within the field house to live stream at ESPN 3 quality. At our outdoor venues we have been able to renovate our baseball press box working with our building trades class on campus to do the renovation getting them real word experience in the construction field. We have added new scoreboard at both our baseball and softball fields.</p> <p>Academically we have made great strides with our student athletes. Over the past five years our programs have had 21 academic all American teams. We have had 107 individual academic all Americans during that time frame. The commit of our department towards the retention, progress, and completion of our student athletes is second to none.</p>																				
<p>What are the program/service strengths?</p>	<p>In conjunction with athletic competition, our student athletes engage in community service working with Special Olympics and One Stop Christmas. At Lake Land College we also believe strongly in the family concept. The Lake Land College motto of “6 Sports/ 1 Team” is one that we strive to achieve on a daily basis.</p>																				

The Athletic Department is staffed by five full-time staff: Athletic Director, Athletic Trainer, Director of Fitness Center/Head Softball Coach, Sports Information and Compliance/Head Baseball Coach and Administrative Assistant. The assistant coach positions are all part-time assignments paid by stipend. One of the head coach positions is currently held by full-time faculty at the college; all others are full time working within other departments. A full-time academic counselor serves as the academic advisor for all student athletes. The Athletic staff is highly committed to the success of the student athletes and collaborates across teams and across college departments to ensure that success. The coach's implement required student participation in monitored study tables and monitor student academic progress throughout the semester. Reflecting their commitment to academic success, the teams compete each semester to earn the highest team GPA.

Each year, the athletic teams are recognized with individual player and team awards. An example of the awards received the past year include:

Volleyball

Individual Awards: Great Rivers Athletic Conference Volleyball 1st Team, Great Rivers Athletic Conference Volleyball 2nd Team (2), and NJCAA All Region XXIV Volleyball Team

Women's Basketball

Team Award: NJCAA Region 24 Tournament Champions
Individual Awards: NJCAA All-American 1st Team (2) and Great Rivers Athletic All Conference 1st Team
Coaching Awards: NJCAA District Coach of the Year, IBCA Coach of the Year

Men's Basketball

Team Award: NJCAA Region 24 Tournament Runner-Up
Individual Awards: NJCAA All-American, Great Rivers Athletic Conference 1st Team (2), and Great Rivers Athletic Conference 2nd Team (2).
Coaching Award: Great Rivers Athletic Conference Coach of the Year

Softball

	<p><i>Team Awards:</i> 2012 NJCAA Division One Region 24 Tournament Champions <i>Individual Awards:</i> 2012 NJCAA Division One Region 24 Player of the Year, 2012 NJCAA Division One Region 24 All-Tournament Team (5) <i>Coaching Award:</i> 2012 NJCAA Division One Region 24 Coach of the Year</p> <p>Baseball <i>Individual Awards:</i> NJCAA Player of the Year, NJCAA Division I Region 24 Designated Hitter of the Year, and All-Great Rivers Athletic Conference honorable-mention, All-GRAC, All-Region 24 catcher as well as honorable-mention All-GRAC, GRAC Freshman of the Year and an All-Region 24 infielder</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>Following are challenges and issues related to Athletics at Lake Land College that may be common at other community colleges throughout the state:</p> <ol style="list-style-type: none"> 1. Funding Challenges – Funding for athletics, including providing the resources needed for students, operational costs and travel for competition can be challenging, especially in times of funding challenges for our colleges. The rewards of being a part of a college athletic program are very positive and add to the college experience for the student/athlete as well as the student body as a whole. We feel this experience is valuable to student success as reflected by the Lake Land College student/athletes continued overall GPA of 3.15ver the past five years. 2. Division I vs Division II status – It is increasingly difficult to maintain the financial resources necessary to compete at the NJCAA D-I level. While many of the downstate colleges currently offer Division I opportunities, funding challenges are necessitating consideration for changing to Division II. Even to compete at the D-II level would require adequate resources for travel and team expenses. Of course, D-I status adds the additional financial challenge of room and board expenses. Even with these obstacles our athletic

	<p>teams at LLC have been able to achieve success both on and off the athletic venue as well as in the classroom.</p> <p>Coaches – Lake Land College assistant coaching positions are part-time stipend positions. A part-time stipend does not provide adequate income for many individuals interested in coaching at the college level. To help overcome this challenge, some part-time coaches supplement their positions with additional responsibilities; however, the pool of potential coach’s is limited and hiring successful coaches can be challenging. So far, at Lake Land College, we have been successful in meeting this challenge and have been very successful in all of our sports and our coaches have received numerous awards.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<ol style="list-style-type: none"> 1. Funding Challenges - We are constantly looking for new revenue streams utilizing upgrades within facilities and technology. With each upgrade we find new ways to become more self-sustaining as a department and not so reliant on budget dollars to operate. We have been able to upgrade our live stream to sell corporate sponsorships through ads. We have upgraded our side court baskets within the field house that have the capability to adjust height wise to run elementary age tournaments. With every upgrade we evaluate what is the most beneficial for our department and institution. 2. We have started work with our Foundation department to find donors that have interest in endowing scholarship funds to help with the financial challenges of room and board expense at the Division I level.

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Lake Land College
Academic Years Reviewed:	2017-2021
Review Area:	Student Life
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The mission of the Office of Student Life is to increase student participation and support retention by encouraging students to be active on campus and in their community. The Office of Student Life has two full-time employees, a full-time Director of Student Life and a full-time Student Life Specialist. Both employees serve on various college committees and task forces. The office oversees the development and implementation of the following areas: Student Government Association (SGA), Student Activity Board (SAB), Student Publications (The Navigator News), Student Clubs, Volunteerism and Leadership Initiatives. The Director of Student Life serves as advisor to the Student Government Association, the Student Activity Board, Serve Your Community Program, National Society for Leadership and Success (NSLS) and <i>The Navigator News</i>. The office also provides student leadership and development training through workshops and teambuilding sessions.</p>
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>Since the last update the Student Life Office has experienced several changes and improvements. The National Society for Leadership and Success (NSLS) was initiated in 2017. NSLS is a nationally-recognized leadership honor society with hundreds of chapters at institutions of all types and sizes nationwide. Students meet eligibility criteria to join the NSLS based on GPA and number of credit hours completed as well as involvement in campus organizations and activities. All Lake Land students are welcome to take advantage of the speaker broadcast series that is offered through NSLS. There are a series of leadership speakers and training sessions required for members to be officially inducted into the society along with other leadership training steps. Non-member students are also welcome to participate in the leadership training and broadcasts. This gives all students the opportunity to benefit from leadership presentations given by nationally-recognized speakers.</p>

	<p>Another update is the use of our learning management system, CANVAS, to create an online “course” that all registered students are automatically added to. This course is called “Laker Point Online.” In the virtual environment the various student groups and organizations post their upcoming virtual events and announcements about how to get involved in campus clubs, organizations, or activities.</p> <p>The Student Life Office now has a new position called a “Student Life Specialist.” This position can work more closely with the Director in providing direct programming and student development activities to the student body. They are also focused on the student newspaper, social media, and student success.</p> <p>The Student Life Office has transitioned their application process for SGA, Student Trustee, SAB, NSLS, and the Navigator News to an electronic form. This has made tracking and documentation easier for the students and office personnel.</p>
<p>What are the program/service strengths?</p>	<p>The strengths of the Student Life Office lie in our ability to be flexible to the changing needs of the students we serve. The Student Life Staff participate in multiple professional development activities through regional and national organizations to stay up-to-date on trends in the area of student activities and student engagement.</p> <p>Another strength is our constant outreach to students through various methods. Pre-pandemic, we used social media, physical posters/flyers, the “Monthly Stall” (list of monthly events and opportunities on the back of each restroom stall), texting, student email, Laker Point Online announcements, announcements on the Laker HUB, presentations in classrooms, and the College website.</p> <p>The Lake Land College Student Life Office also benefits from a long history of providing numerous clubs, organizations, opportunities, and activities that function similarly to those of a 4-year institution. For a commuter campus, we offer a robust variety of programming and opportunities for student engagement. Pre-pandemic, we had a dedicated timeframe for student activities and club meetings called “Activity Period” which took place from</p>

	<p>11AM-1PM on Wednesdays. There was a scheduled SAB event each week as well as numerous club meetings. We plan to resume that model once students have returned to in-person instruction.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The challenge for the Student Life Office has always been reaching the commuter student, working student, or student with family/parental responsibilities outside of school.</p> <p>Another challenge for the Student Life Office is helping student leaders with time management. Some students join too many activities or take on leadership roles that make it difficult for them to manage their academic, leadership, and personal/family obligations.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>Potential action steps for these challenges could include:</p> <ul style="list-style-type: none"> • Working with Institutional Research to analyze data for specific demographics to determine when would be the optimal time to have student events. • Develop and distribute a survey for students to ensure we are offering the right type of programming and opportunities and ways we can improve. • Offer more opportunities that vary greatly in their level of commitment so that a student with various responsibilities can also participate and benefit. • To ensure students stay on track and are able to manage their obligations, the Student Life Office could institute “check-in” meetings with each member of the core student organizations/positions housed within student life: SGA, SAB, Navigator, Student Trustee, NSLS Executive Board. Check in meetings could be held at various intervals based on need possibly starting with once per month. At these meetings the Student Life Staff could work on a plan with students to ensure they are managing and staying on track for success in all aspects of college life.

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Lake Land College
Academic Years Reviewed:	FY 2016 - 2021
Review Area:	Cashier and Cash Receipts of Student Payments
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>Student payments are processed by the cashiers in the accounting office. Payments on student accounts can be made with cash, check, debit card or credit card via phone, mail, internet, or in person. The cashiers process the student payments, but cannot make any changes to the individual student accounts. The Comptroller is the only individual whom can make changes to the student accounts. At the beginning of the day, the cashier opens a cash receipt session via RCSC in the ST application. All payments received and posted by the cashier will be posted to this session until the session is closed by the cashier. Sessions are left open for the entire working day.</p> <p>Once payments are received via mail, phone, through the website or in person, the cashiers record them on the CREN screen in the ST application using the student's account number. The payments are then posted by term to the students' account. Payments show on the account immediately upon posting. Once the receipt is posted, the system generates a receipt number, which is tied to the payment. Payments received by credit card online are posted automatically to the students' account without any interaction by the cashiers. When a credit card payment is received, the system automatically generates a session for the Webcashier. Receipts processed through this cashier also receive system generated sequential receipt numbers. At the end of the day, the cashiers close their sessions via RCSC. The drawer is counted down, and the money is then put in the safe in separate envelopes by the cashier. Most checks are scanned via the bank scanner by the cashier and submitted for verification to the bank. Checks not scanned, are stamped and sent to the bank. A copy of the deposit slip is given to the Financial Analyst for backup to reconcile the session. After all sessions are closed, the cashier sessions are reconciled on the next business day. The financial analyst reconciles the sessions since this position is not set up as a cashier.</p>

	<p>To reconcile the sessions, the financial analyst runs two reports outside of Ellucian. For credit card transactions, a daily report by session must be run from the Official Payments website. In addition, the Remote Deposit Transaction Submission reports must be printed from the bank’s website. This report lists all the checks that were scanned by the cashiers. In Ellucian in the ST application, SEMA is the screen where the cash collected by the cashiers is input. The financial analyst reconciles the session by matching all cash and checks in the cashier’s envelope to that on the SEMA screen. In addition, the credit card transactions per the Official Payments report are matched to that on the SEMA screen. Once all receipts are input in the SEMA screen, the report, SSRC, is ran that details all receipts by cashier for a particular time period. After the report is processed, the totals are verified to that of the cash/check/credit cards held. Once reconciled, the financial analyst goes to SEMA and marks sessions as reconciled. After marked as reconciled, the BADE report is ran, which shows the total to be deposited into each bank. All cash and the checks that are not scanned are put in a bank bag to be taken to the bank. The cash and checks is taken to the bank weekly (twice a week every week), unless substantial amounts of cash are collected, then it is taken more often. Once sessions are reconciled, the financial analyst must return to the bank website and complete the verification of the checks scanned. Once checks are verified, they are posted to the bank account as a deposit by the financial analyst. The scanned checks are filed and must be saved for a period of at least one year. Due to the minimal space needed to save the scanned checks, the checks have not been destroyed to this date. Once the annual audit is complete the checks are destroyed. Once all sessions are reconciled, the postings are ready to be transferred to the general ledger. The Comptroller does all postings. . Bank accounts are reconciled on a monthly basis by the Comptroller and reviewed by the VP of Business Services</p>
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>First Time Review</p>
<p>What are the program/service strengths?</p>	<p>Detailed, segregated process with independent review in a variety of methods</p>

<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>In this area, a challenge is always maintaining segregation of duties due to limited staffing.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>The College will continue to monitor their activity, along with the help of their outside auditors, and employee staffing to maintain adequate segregation of duties</p>

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Lake Land College
Academic Years Reviewed:	FY 2016 - 2021
Review Area:	Financial Aid Process
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>Overview</p> <p>The Director of Financial Aid & Veteran Services oversees the verification and awards process of student financial aid. The student information for this process is stored and scanned into <i>DoceScan</i> and an annual Awards and Disbursement Report is kept tracking each student receiving assistance. Listed on the report is the student information including academic progress, family contributions, total awards, and whether or not the student was chosen in the verification process by the federal processor or College.</p> <p>The financial aid office works directly with the accounting office. The financial aid office tracks the eligibility and verifies the student information, whereas the accounting office records the information into Ellucian based on the financial aid office's reports.</p> <p>FAFSA Process</p> <p>The financial aid process begins with the student filing the "Free Application for Federal Student Aid (FAFSA)" form with the federal financial aid provider. The student, planning on attending Lake Land College includes the school's code (007644) on the FAFSA form, directing the federal processor to send the respective information to the school. The federal provider then sends each student a Student Aid Report (SAR) for review and accuracy, and the chosen school an Institutional Student Information Record (ISIR) listing all the students listing the school's code on the FAFSA forms (this report is used to develop the Awards and Disbursements Report referred to above).</p> <p>The College next reviews the ISIR listing and requests any additional information necessary from the federal processor. Within the ISIR listing will also be individuals, chosen by the federal processor, which needs verification.</p>

The College then mails letters with verification forms to the students chosen requesting additional disclosure including, in most instances, previous year's federal income tax transcripts. Additionally, apart from the students from the federal processor selection, the College also chooses certain individuals to verify information. For instance, circumstances where students identify themselves as orphans of the court are typically chosen for verification by the College, apart from the federal process.

The College then reviews the verified information, making necessary corrections to the ISIR and resubmitting the corrected information to the federal processor. Once the student file is verified and completed, the College mails either an award letter indicating eligible financial programs or submits a final results letter indicating no grant eligibility to the student. If a student chooses to pay through federal loans, the student can submit an online request form.

Federal Awards

The majority of federal awards are comprised of Pell Grants. Other federal awards include Federal Supplemental Educational Opportunity Grants (FSEOG) and Federal Work Study. All of these awards, except the Pell Grant, are commonly referred to as Campus-based Aid. In addition, the College administers loans through the Federal Direct Loan Program (does not offer Perkins Loans).

State Financial Aid Process

The FAFSA forms filled out by the students are also sent to the Illinois Student Assistance Commission (ISAC) to determine any amounts the students are eligible for in terms of state grants and assistance. The majority of the state awards are in the form of Monetary Award Program (MAP) grants. ISAC performs an audit on the College every three years, with the most recent audit taking place for the Fiscal 2014-15 period; no significant issues noted on the report.

Input into the Ellucian System

Once the financial aid amounts are determined, the amounts are then entered into the Ellucian system. The financial aid office or financial aid accountant loads financial aid and scholarships on the AIDE screen in the ST

application. The financial aid accountant loads third party scholarships and tuition waivers (for employees, spouses, and dependents based on eligibility). Additionally, the financial aid accountant loads IVG, ING, MIA/POW amounts into the student accounts by looking off the Illinois Student Assistance Commission website. Before loading these amounts, the students bring in letters to state they will in fact use the assistance. The only third party scholarships the financial aid accountant does not load are Foundation scholarships, which are loaded by the Foundation office. Also, Presidential scholarships, Athletic Scholarships, and Ag-Judging scholarships are loaded by the Director of Financial Aid.

The financial aid accountant performs the following procedures to enter the financial aid on the AIDE screen: 1. Enter academic year 2. Enter student ID number in person lookup 3. Enter term in eligibility award period lookup 4. Enter financial aid code, ex. ILVET, under award column 5. Enter amount in selected term 6. Update and save.

Once the aid is loaded, the financial aid accountant runs FATR, cumulative per term, in the ST application. A report will process. Once the report is processed, the financial aid accountant saves it on the accounting office "T" drive and e-mails it to the Director of Financial Aid. The Director of Financial Aid reviews the report and makes corrections as necessary. The financial aid accountant cannot go back and override the Director's corrections before posting. Once the Director of FA looks over the report and gives the "ok" to post through a reply email, the financial aid accountant then runs FATP process in the ST application. Once this process is ran, the students' financial aid will show up on their student accounts.

Financial aid is posted to the students' accounts on the first working day after the tenth day before the start of the semester. Once the beginning of the semester posting is done, the process is run on an as needed basis.

Once financial aid is posted to the student's account in the ST application, it can then be transferred and posted to the general ledger. This process (FGLR) is run in the ST application. The Comptroller runs this process, which is only a report generating process, and saves the report. To update this process, FGLP must be run, which also generates a report that is saved. Once these processes are

	<p>run for all terms that have new financial aid available, it must be posted to the general ledger via PGLT in the CF application.</p> <p>As an additional control, the Director of Financial Aid runs an Over-Award Report (OAWR) every one-two months in each term to reconcile any discrepancies in over awarded student accounts.</p> <p><i>Breakdown of Assistance (i.e. State and Federal Grants)</i></p> <p><u><i>PELL Grants</i></u></p> <p><u><i>Federal Supplemental Educational Opportunity Grant (FSEOG)</i></u></p> <p><u><i>Federal Work-Study (FWS) Program</i></u></p> <p><u><i>Monetary Award Program (MAP)</i></u></p> <p><u><i>Illinois National Guard (ING) Grant and Illinois Veterans Grant (IVG)</i></u></p> <p><u><i>Illinois MIA/POW Scholarship</i></u></p> <p><u><i>Student Loan Process</i></u></p> <p><u><i>PLUS MPN</i></u></p>
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>First Time Review</p>
<p>What are the program/service strengths?</p>	<p>The College feels it has established detailed procedures and roles to handle the complexity of the financial aid area.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The College has limited personnel and endured some turnover in the area of financial aid.</p>

<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>The College plans to provide the required training to educate the new employees on the complicated process involved with Financial Aid. In addition, the College hopes to aid some additional personnel to handle the current workload.</p>
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Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Lake Land College
Academic Years Reviewed:	FY 2016 - 2021
Review Area:	Student Collections Process
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The student collection process begins after the semester is completed. Once the semester is closed, the accounting clerk generates an accounts receivable trial balance for the semester that shows all accounts having an outstanding bill. One month after the semester closes the clerk begins mailing out collection letters. Two letters are mailed out to the students, one per month. Once the second letter is completed, a collection fee of \$15.00 is added to each account.</p> <p>After the letters are sent to the students, the accounts are sent to TekCollect for further collection tactics. The College began sending accounts to TekCollect in November 2016. TekCollect sends letters and makes contact by phone. The College still has older accounts at Midstate. Any payment received on accounts with Midstate is split 50/50 between the College and Midstate. Midstate sends monthly billings showing the payments received both directly to the College and to Midstate and the amount owed to Midstate. When the College receives a payment on an account that is past due, it is posted just like normal. When the College receives a statement from Midstate or TekCollect, the cashier opens a separate session and posts all payments to the students' accounts that Midstate or TekCollect received. However, in this session, the distribution is changed from BANK, as normal deposits are, to MIDST. Doing this causes the debit to post to the bad debt revenue account instead of the cash account, and the credit goes to student accounts receivable. It is done like this because when the bad debt is written off to uncollectible at the end of the fiscal year, the bad debt revenue account is credited. The uncollectible adjustment at year-end washes out the bad debt revenue account.</p> <p>The Comptroller does the write-offs at year end by preparing an analysis based on percentages deemed uncollectible based on historical collection data for each semester. The valuation and related allowance are</p>

	computed by the Comptroller and approved by the Vice President for Business Services.
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	First Time Review
<p>What are the program/service strengths?</p>	The College has created a process with a relevant Company that fits the needs in related to Collections.
<p>Based on the review, what are the identified challenges of the program or service?</p>	The College believes its current processes are adequate at this time and they are annually reviewed by our outside auditors
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	Non-Applicable

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.																												
College Name:	Lake Land College																											
Academic Years Reviewed:	FY 2016 - 2021																											
Review Area:	Student Payment Plans																											
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p>The College offers several payment plan options each semester to students who struggle to pay their tuition and related College fees. The aspect of making a down payment is dependent on the timing of when a student enrolls in the payment plan. If a student signs up early, a down payment is not required at times. The number of timing of payments is also dependent as to when the student enters into the payments.</p> <p>The current plans in place are as follows:</p> <p><u>Summer 2021</u></p> <table border="1"> <thead> <tr> <th><u>Last Day to Enroll</u></th> <th><u>Down Payment</u></th> <th><u># of Payments</u></th> </tr> </thead> <tbody> <tr> <td>May 12</td> <td>none</td> <td>3</td> </tr> <tr> <td>May 26</td> <td>35%</td> <td>2</td> </tr> <tr> <td>June 12</td> <td>50%</td> <td>1</td> </tr> </tbody> </table> <p><u>Fall 2021</u></p> <table border="1"> <thead> <tr> <th><u>Last Day to Enroll</u></th> <th><u>Down Payment</u></th> <th><u># of Payments</u></th> </tr> </thead> <tbody> <tr> <td>June 17</td> <td>none</td> <td>6</td> </tr> <tr> <td>July 7</td> <td>none</td> <td>5</td> </tr> <tr> <td>July 24</td> <td>25%</td> <td>4</td> </tr> <tr> <td>Aug 28</td> <td>25%</td> <td>3</td> </tr> </tbody> </table> <p>The College also provides an amnesty plan for past semesters. The amnesty plan requires a 10% down payment and the payments can be spread out from 3 to 12 months at the discretion of the student.</p> <p>Similar to other plans, the College also provides a payment plan dental, cosmetology and nursing students for the kits necessary for class as the cost of the kits can range from \$1,000 to \$4,000.</p>	<u>Last Day to Enroll</u>	<u>Down Payment</u>	<u># of Payments</u>	May 12	none	3	May 26	35%	2	June 12	50%	1	<u>Last Day to Enroll</u>	<u>Down Payment</u>	<u># of Payments</u>	June 17	none	6	July 7	none	5	July 24	25%	4	Aug 28	25%	3
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<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>First Time Review</p>
<p>What are the program/service strengths?</p>	<p>The program offers an opportunity for the students to meet their financial obligations to the College over an extended time period.</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The challenges are the short time frame in which students have a decision to make on whether to enter in a payment plan. In addition, it has been challenge to ensure students are aware that payment plans are available.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>The College plans to review if more options can be identified along with providing them more time to make a decision. The College is investigating ways to communicate more timely and a format students use to better communicate all campus items including payments plans.</p>

Student and Academic Support Services The ICCB Program Review requires each college to submit a statement of the review of student and academic support services that the college completed during the year.	
College Name:	Lake Land College
Academic Years Reviewed:	FY 2016 - 2021
Review Area:	Student Refunds
<p>Program Summary Please provide a brief overview of the program or service being evaluated.</p>	<p><i>Student Refunds</i></p> <p>Refund checks are issued via ACH transfers to the students checking or savings account or paper checks which are mailed out to any student having no outstanding debts with the College. Refunds are generated from credit balances on students' accounts via excess cash/check/credit card payments made or financial aid received for a particular semester. To run refunds for students, the financial aid accountant runs the process RFVR in the ST application. Once this report is ran, she verifies that each student on the report is eligible for the refund amount showing on RFVR. Once the amounts on the report are verified, she runs RFVC. This process creates the voucher that is subsequently turned into a check. The RFVC report is printed, and the report is given to the accounts payable clerk to use as verification for the amount of checks generated. If the credit balance is because of an excess credit card payment made within 30 days of the refund date, the refund will go back to the credit card. The RFVC report itemizes under which method (check or credit card) the refunds will be processed. If it is a credit card refund, the refund is processed by going to EPMR in the CF application. Once the voucher number is input, the information for the voucher appears. The information is then verified and the appropriate box must be marked to print an advice giving details of the refund. The advice is then mailed out along with the refunded checks.</p> <p>Refunds are processed six weeks after the beginning of the semester. After the initial refunds are processed, they are run biweekly for all eligible accounts. If a student has a credit balance on one semester and a balance due on another semester, and the credit balance is because of an overpayment by the student, the excess student payment will be transferred to cover the balance due and the excess will be refunded. If the credit balance is due to financial</p>

	<p>aid overpayment, the refund check will be held until the student comes in to clear the outstanding debt, since financial aid cannot be transferred to another semester. Students who have a refund check but owe are contacted by the financial aid accountant either via e-mail or phone to alert them of the situation.</p> <p>If, for any reason, payments need to be voided, the comptroller first issues a stop on the payment and then voids the voucher for the payment. In a similar manner, the A/P clerk stamps VOID on checks that need stopped and issues a void within Ellucian as well. In most cases, the A/P clerk is the individual who voids checks, with the comptroller serving as backups for this process. The A/P clerk keeps a folder with all voided checks at her desk.</p>
<p>Prior Review Update Describe any improvements or modifications made since the last review.</p>	<p>First Time Review</p>
<p>What are the program/service strengths?</p>	<p>The College has created a detailed process which has continued met the needs and requirements of our outside auditors</p>
<p>Based on the review, what are the identified challenges of the program or service?</p>	<p>The College is not aware of any material challenges at this time and believes our processes are adequate.</p>
<p>Intended Action Steps Please identify strategies or actions steps based on the challenges listed.</p>	<p>Non-Applicable</p>

PRIOR REVIEW SUPPLEMENTAL INFORMATION

Not Applicable

OTHER ATTACHMENTS AS NECESSARY

None