LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2024

Program Review Cover Page	
College	Lake Land College
District Number	51701
Contact Person (name, title, contact information)	Lynn Breer Director of Institutional Research and Reporting 217-234-5401 mbreer@lakelandcollege.edu
Fiscal Years Reviewed:	2019-2023

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CAREER AND TECHNICAL EDUCATION

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2019-2023

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Accounting	AAS.ACC CRT.ACC	60 30	52301 52301	Accounting Certificate is stackable with Accounting Degree; AAS students can earn NDP.MGT certificate by taking BUS 290 as their elective.

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

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	Prepare students for entry-level positions in the accounting field. Employment opportunities exist in small businesses, large businesses, public accounting firms, industry, not-for-profit organizations and government agencies. Graduates qualify for jobs like: general accountant/bookkeeper, accounting para-professional, accounts receivable clerk, accounts payable clerk, payroll accountant.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	Weave results show the program outcomes are consistently met. No certifications yet, but offering the Intuit Certified Bookkeeping Professional Exam to BUS 098 students in Spring 2024. Plans are to add the Intuit QuickBooks exam in Spring 2025.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Continue to expand marketing and recruiting efforts to attract students annually. Evaluate assessment data to incorporate curriculum changes annually. Get employer feedback from employers sponsoring internships. Yes.

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.	Cynthia Phipps, Business Instructor/Program Coordinator – Accounting is responsible for measuring outcomes and communicating results.
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.	Accounting Advisory Council meets annually

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Students seeking a degree or certificate are required to complete the Lake Land College placement tests consisting of math, reading and English. Students who have taken the ACT or SAT college entrance exam or Accuplacer placement tests at another college may choose to use those scores in lieu of taking the placement tests. There are no other prerequisites required for the accounting program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A; Degree is 60 hours/Certificate is 30 hours.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	ONET https://www.onetonline.org/ rates "Bookkeeping, Accounting, and Auditing clerks" as a profession with a "Bright Outlook." According to the site, Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	In the past 5 years – Demand was expected to decrease 3%. Demand is expected to increase 3% from 2023-2024.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONET link: https://www.onetonline.org/ IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html Data is reviewed annually.

1.4 How does the institution/ program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Program coordinator distributes promotional flyers and other recruitment information about the accounting program through the local secondary business teacher contacts. Lake Land College provides social media ads. The College hosts a secondary career day on campus each year and sends recruiters to visit local high schools at recruitment fairs to promote programs. The Business Division hosts an annual Business & Computer Contest for high school students. Typically, students are recruited from within the boundaries of the Lake Land College district, but participants in the Computer Contest often live beyond the extent of district boundaries. Program Coordinator represents the accounting field at the annual 8th Grade Career Conference.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	As new needs/changes are identified, a conversation with the VPAS takes place before proceeding. Once he has approved the needs/changes, proceed to the Curriculum Committee.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes. Perkins funding has been obtained to: • Pay for Connect for all students in career-related classes regardless of need • Pay for students to take the Intuit Certified Bookkeeping Professional Exam
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**

2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	Costs include instructor, student services, and technology. The College is funded by tuition and fees, state funding, and funding from the district. Costs are comparable to other Lake Land College programs.
2.2 What are the findings of the cost-effectiveness analysis?	Costs are comparable to other Lake Land College programs.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Perkins funds help students who qualify afford non-tuition college expenses. In Spring 2024, Perkins is covering the cost of Connect for all students in BUS 098 Intermediate Accounting and BUS 094 Business Math Lake Lake College Foundation scholarships are available including an emergency scholarship specifically for accounting students. The College provides information on financial aid and scholarships to all students. Program costs are similar to programs across the College.
2.5 How will the college increase the cost- effectiveness of this program?	Utilize Perkins funds to make courses and certification exams more affordable for students.

2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes. Program coordinator requested Perkins funds to pay for Connect for all students in BUS 094, BUS 096, BUS 097, & BUS 098. Program coordinator also requested Perkins funds for students to take the Intuit Certified Bookkeeping Professional Exam in Spring 2024.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Courses are offered online and in a traditional in-person format. Success rates (defined as earning a C or higher): • Web – 80% • Traditional – 87%
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The Accounting program core classes are set up in Canvas, a course management system, by the program coordinator and an additional full-time faculty member to ensure that each section is covering the same material so each student gets the same knowledge and experience. Instructors have office hours for students who need additional help with course materials. Student success is supported through the Tutoring and Testing Center, Counseling Services, Career Services, the Learning Resource Center, and Financial Aid & Veteran Services. Federally funded programs such as TRiO Student Support Services and Perkins IV programs are committed to helping eligible Lake Land College students achieve success with their educational goals. Lake Land College offers student support services to narrow and/or eliminate gaps in achievement between different groups of students, including LEAP, ESL, tutoring programs, and TRiO Student Support Services.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes. STRENGTHS: Small class sizes, hands-on activities, and use of technology in every class. Both the degree and the certificate can be completed 100% online. BUS 087 Accounting Internship gives students on-the-job experience. BUS 060 Automated Office Procedures course prepares students for the workforce with “real-world” activities, such as, getting interrupted while working on a task and having to switch focus to something else to complete the new task first. Intuit Certification opportunities are being added to the program in Spring 2024 and Spring 2025. CHALLENGES: Due to lower enrollment in the program and the

	College raising the minimum number of students for a class, BUS 096, BUS 097, and BUS 098 have not had enough students to go in person since before the pandemic. In most cases, students have been able to take the courses online. In other cases, students have had to take substitute courses.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes. Students can take dual credit courses in high school (CIS 160 and BUS 095). Lake Land College accounting students can take BUS 087 Accounting Internship. Services available at Lake Land College include Career Services, Tutoring & Testing Services, and TRIO Support Services. Job shadow opportunities are available with area employers.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Students take Automated Office Procedures in a simulated office lab. Students have the opportunity to complete an internship Students can complete the entire degree or certificate online. Students use technology in all of their courses. Technology includes electronic calculator, Microsoft Office suite (with extensive instruction in Excel and Access), QuickBooks, and tax accounting software. An increased focus on data visualization and data analytics in BUS 151 and BUS 152. Students submit homework through an online learning platform resulting in an increase in accountability. Students also have access to concept overview videos and adaptive reading tools. Instructors utilize Studio to post videos for the more difficult topics (even for in-person students).
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	Dual credit opportunities exist at St. Elmo high school (BUS-095) and at Paris, Effingham, and Dieterich high schools (CIS 160)

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	BUS 087 Accounting Internship is available to all students in the program. The internship provides hands-on experience in an accounting department, and interns receive feedback from employers. Program Coordinator serves as the contact for both the student and the employer. Program Coordinator promotes internships by announcing them in class and online. Program Coordinator can encourage students to register for Handshake.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes. A new Intuit Certified Bookkeeping Professional exam is available and is being implemented in BUS 098 in Spring 2024. Plans are to add QuickBooks certification in Spring 2025.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	None outside of BUS 087 Accounting Internship.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Intuit Certified Bookkeeping Exam – Students in BUS 098 in Spring 2024 will be the first to take the exam. Plans are to add Intuit QuickBooks certification in Spring 2025.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The college has a 2+2 program with Eastern Illinois University that can lead to a bachelor's degree in Organizational and Professional Development. Many of the courses in the Accounting degree count toward the Lake Land College associate in arts degree in Business which is a transfer program leading to a bachelor's degree in accounting or another area of business.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Program Coordinator continually adds a wide variety of accounting professionals to the Advisory Council. Program Coordinator invites industry professionals to visit and speak in classrooms. The Business Division holds an Annual Job Fair.

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Program Coordinator has secured Perkins funds for non-tuition-related expenses to make courses more affordable.
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?	The College provides staff development opportunities throughout the year including sessions on diversity, assessments, and the learning management system (Canvas). Program Coordinator attends the TACTYC (Teachers of Accounting at Two-Year Colleges) conference every other year and the IBEA (Illinois Business Education Association) conference annually (both funded by Perkins). Program Coordinator serves as Treasurer for EIBEA (Eastern Illinois Business Education Association) and attends meetings twice each year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty have opportunities for development in the area of program on Diversity, Equity, and Inclusion at College staff development days, state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	In addition to our many computer labs, students in the accounting program utilize the Automated Office Procedures lab, a simulated office lab, where they gain communication skills and time management skills and build on their technical skills. We also have Hi-Flex classrooms available to meet different needs and our canvas online course management system allows instructors to provide course resources electronically to students. Students also learn to use QuickBooks and tax accounting software.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results are available in Weave. Instructors make changes as needed. For example, since most students in the program are part-time students, one instructor has strived to make exams available on at least one weekend day.

3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The opportunity to take the Intuit Certified Bookkeeping Professional exam is now available in BUS 098 with plans to add the Intuit QuickBooks exam to BUS 099 in Spring 2025.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Data not available at this time. The College is implementing a Student Satisfaction Survey beginning with Spring 2024.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program coordinator meets with the advisory council annually to foster continuous improvement of the program. Their biggest concern is that the demand for adequately trained accounts exceeds the supply. This is a nationwide problem in the accounting field. Engagement could be improved by meeting in person; however, meeting virtually has allowed more professionals to be involved with the council.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program coordinator is often contacted by employers seeking interns, part-time employees, and/or full-time employees. Program connects employers and students.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Program Coordinator gets feedback from employers sponsoring interns in BUS 087 Accounting Internship. Feedback has consistently been very favorable.
3.25 What are the program's strengths?	Small class sizes, hands-on activities, and use of technology in every class. Both the degree and the certificate can be completed 100% online. BUS 087 Accounting Internship gives students on-the-job experience. BUS 060 Automated Office Procedures course prepares students for the workforce with "real-world" activities, such as, getting interrupted while working on a task and having to switch focus to something else to complete the new task first. Intuit Certification opportunities are being added to the program in Spring 2024 and Spring 2025. Accounting professionals are in high demand.

3.26 What are the identified or potential weaknesses of the program?	Due to lower enrollment in the program and the College raising the minimum number of students for a class, BUS 096, BUS 097, and BUS 098 have not had enough students to go in person since before the pandemic. In most cases, students have been able to take the courses online. In other cases, students have had to take substitute courses.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Program Coordinator requested funds for non-tuition-related expenses for all students in career-related courses regardless of need. Program Coordinator also requested funds for all students in BUS 098 to take the Intuit Certified Bookkeeping Profession Exam.

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

Barriers:

- Perkins funds are not guaranteed
- There is a shortage of students majoring in accounting nationwide

Performance and Equity

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

CTE Program	AAS.ACC CRT.ACC				
CIP Code	520301				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	54 13	55 6	43 9	34 10	29 11
Number of Completers	24 14	17 14	8 14	11 17	3 8
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	Tableau software is used. Data is shown for the following categories: retention, enrollment, gender, ethnicity, working status, and part-time vs. full-time student status.				

department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	Program coordinator uses data to enhance teaching and learning.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The data shows 100% retention of first-time students in the accounting program after one year. The College is beginning to expand data to look at all students in the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	As data becomes available, strategies will be developed as needed to address specific populations.
Are the students served in this program representative of the total student population? Please explain.	Accounting students are 81.8% female and 18.2% male compared to 58.6% female and 41.4% male college-wide. Accounting students are 92.4% white and 7.6% minority compared to 90.0% white and 10.0% minority college-wide. Accounting students are 49.5% full-time and 50.5% part-time compared to 46.1% full-time and 53.9% part-time college-wide.
Are the students served in this program representative of the district population? Please explain.	The district is made up of 96.0% white and 4.0% minority students. The percentage of minority students majoring in accounting is higher (7.6%).
Review Results	

Action	**X** Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The study shows that only minor improvements are needed.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The College and the Business Division will continue their recruitment efforts. Instructors will continue to invite accounting professionals to speak to students. According the Journal of Accountancy and the CPA Review, there is a shortage of accounting students nationwide. A suggested method to change that is to get accounting professionals on campus to personally meet with students.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College is still working to identify where the gaps are. As data becomes available, strategies will be developed as needed to address specific populations.
Resources Needed	Continued marketing efforts and access to Perkins funding
Responsibility Who is responsible for completing or implementing the modifications?	Program Coordinator

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2019 - 2023

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
HVACR	CERT	30	47.0201	

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

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	The Heating, Ventilating, Air Conditioning and Refrigeration (HVACR) program here at Lake Land College provides career education including occupational, vocational, technical training for employment, advancement or career change which will satisfy individual, local and state human resource needs. Graduates of the HVACR Program will be prepared to obtain employment in an HVACR related position. Graduates will be technically proficient in troubleshooting, repair, installation, and maintenance procedures. Employers of HVACR students will be satisfied with the basic knowledge and skill level/sets of our graduates. Graduates will apply mathematical skills related to the HVACR environment.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	All of the students installed a central heating and air conditioning unit. All students who participated passed the 608 exam/licensure.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	No actions were reported.

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.	Division Chair and Program Coordinator and Director of Institutional Research & Reporting.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Held the Advisory council meetings in the fall semester. Blake Crockett – Owner of All Pro Heating, A/C, Plumbing Gunner Remlinger – Owner of Remlinger Heating and A/C

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Program is 30 hrs.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to EMSI/Lightcast data, a 10% increase in job openings is projected between 2024 and 2033 for Lake Land College district which is comparable to the national projections which is 11%.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The outlook for the next nine years is a 10% increase. There was a 37% increase in demand for HVAC employees between 2018 and 2023 within Lake Land's district which was much higher than the national average. There were 83 unique job postings during this time span with 29 employers competing for HVAC technicians.

	Projections – use data in 1.1 Past 5 years – use last program review's labor market data
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The College uses data from Lightcast as well as ONETonline.org for national and state labor market. Another resource that is used is IDES. IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html LMI is reviewed annually as well as information garnered local businesses and industry contacts.
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?)	Working on taking pictures and videos of current students in labs to develop a marketing video for HVAC for recruiting. Participant in the summer Teens with Tools program as an instructor. This involves teaching HVAC related curriculum to gain interest in the occupation for local junior high students. Also will participate in Flex Tech Fridays. Local 6, 7 and 8 graders will come to campus for 4 hours on selected Fridays throughout the year.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	As new needs/changes are identified, a conversation with the VPAS takes place before proceeding. Once he/she has approved the needs/changes, proceed to the Curriculum Committee.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes. We plan to increase the marketing efforts with website video. Increase the size of our advisory committee. Add additional tools and equipment.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**

2.3 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	Cost analysis includes salaries of instructors, equipment costs, lab costs, travel, building, supplies, etc. Costs are covered by tuition, course fees, state reimbursement, equalization, and property taxes. Students have access to Perkins's funding to assist with offsetting some program costs. While students are encouraged to purchase essential tools, it is not a mandatory requirement which makes it more affordable for the student.
2.3 What are the findings of the cost-effectiveness analysis?	Costs of this program are comparable to the costs of similar programs at Lake Land College.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Similar in costs to like programs across the college (e.g., same tuition and fees, number of credit hours, etc.) Students have access to financial aid, scholarships, and emergency funding through the College foundation.
2.5 How will the college increase the cost- effectiveness of this program?	The previous program coordinator modified the program so students do not have the upfront cost of purchasing tools. The program has also been changed to an open entry program, so students can start at any time of the year and not have to wait until the start of fall semester.

2.6 Did the review of program cost result in any actions or modifications? Please explain.	Not at this time.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	This program is offered in a face-to-face format for all courses. Student have to be in person for both lectures and labs
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	By Student evaluation once a semester and Division chair evaluating instructor once a semester. Also, keeping current with the changes in the industry by working in the field during summer break.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes. The paperwork has been submitted and we are currently in review.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes. The HVAC-R program provides opportunities in manufacturing and construction and as self-employment. The program aligns with the needs of the local economy Students can work in a wide range of HVAC -related fields. All students have access to academic advising, individualized support, and financial aid. Students can work and go to school at the same time in the HVAC field. Job fairs are offered to students to participate in.

	The program offers non-duplicative training, coursework, and assignments, in a flexible format to speed students' progress and increase student success. The program allows participants with diverse backgrounds and experiences to enroll and succeed.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Block scheduling and open enrollment
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	There are no dual credit offerings for HVAC at this time.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The program is only offered at night so that students are free to work during the day. Some of the students take jobs in the HVAC field and are able to both use the information in class and give feed back as to the accuracy of what is being taught. The college is currently working on a more standardize apprenticeship program and this should make additional opportunities for internships.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	They need a license to handle refrigerant. It is called the environmental protection agencies CFC exam. If they pass, they receive their license. Students take the test as part of the curriculum.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Not at this time.

3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	Refrigerant handling license EPA CFC exam. In FY2023, 100% of students taking the exam, passed the exam.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No, the instructor is new to the program this year.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	None, at this time.
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?	There are currently no adjuncts in the program. Professional development is offered through-out the year as well as opportunities to attend conferences. As mini splits become more prevalent additional training my be needed in this area.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty have opportunities for development in the area of DEI at College staff development days, state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	Some of the current equipment needs the installation completed. Additional equipment, such as standard furnaces, electric furnaces, and central air conditioners needs to be purchased.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and

	Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	If students are not meeting the learning outcomes, the instructor modifies the teaching approach (i.e., may spend more time on certain subjects).
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The new program coordinator is currently re-evaluating all of the course assessments and program outcomes. Appropriate changes will be made to teaching approaches and curriculum to better prepare students.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Spring 20-24 the college is implementing a student satisfaction survey by program these results will then be used by the program coordinator to review.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee meets a minimum of once per year and have the opportunity to speak to all aspects of the HVAC program including class content and skill assessment. The instructor is currently in the process of bringing new members into the committee to replace non active members.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	None at this time
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employer satisfaction data is currently not collected.
3.25 What are the program's strengths?	a. Instructor has 40 years in the HVAC field and 28 years of teaching. b. Hands on experiences for students. c. Block scheduling d. A lot of help and support from division

3.26 What are the identified or potential weaknesses of the program?	a. Need more tools and equipment b. Ideally each student should have their own tool kit (gages, etc.) or perhaps check out tool kit from the library and keep for the semester
3.27 Did the review of program quality result in any actions or modifications? Please explain.	More equipment e.g., Commercial walk-in freezer commercial coolers and freezers or couple small freezers or coolers that see in restaurants that could work versus commercial size. Get hands on experience with this equipment for students. Need a couple more standard heating and air conditioning units--basic units. Nice to get an electric unit and a couple gas units. Need to get heating and air units hooked up to large tank. Three recovery machines, two vacuum pumps, some more gage sets for students, two charging scales

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
None at 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. Each year may represent a cohort.

CTE Program	HVAC				
CIP Code	47.0201				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	12	10	12	17
Number of Completers	11	8	5	6	11

Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	We look at enrollment and retention numbers by gender, race, age, low income, first generation, academic preparedness, and work status.				
How does the data support the program goals? Elaborate.	We look at data and contact students who are not retained. We follow up with them to see if we can assist with their issues.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Based on our retention data, only 1/3 of academically challenged students are retained and ½ of first-generation students were retained.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	We contacted students who did not return to see if we could do something to help them return.				
Are the students served in this program representative of the total student population? Please explain.	Females are under represented in this program because 100% of males are enrolled. 85% are white and 50% are low income. With the exception of gender, these students are fairly representative of our student body.				

Are the students served in this program representative of the district population? Please explain.	The district population is 96% white and around 50% female. The percentage of minority students in HVAC is higher than the district population.
Review Results	
Action	☐ Continued with Minor Improvements X Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Based on the projected job opening in the field, the ability to enter the field with only a certificate, the open entry nature of the program, and that the course are offered only in the evenings, this program offers a unique opportunity for students to quickly enter the HVAC field, with a good wage, and not have to quit a day job or force employers to work around a college course schedule. Recently a local manufacturing plant closed down and students we able to move into this program quickly without having to wait for the beginning of the next semester.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	By March 1st 2024 I will be submitting a list to Perkins for new equipment.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	They are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college is working to identify gaps as the data becomes available strategies will be developed to address the specific population.
Resources Needed	Perkins funding for equipment. Increase in supply budget. Larger lab space.
Responsibility Who is responsible for completing or implementing the modifications?	Program coordinator.

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	2019 - 2023

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Welding Technology	NDP.BWEL CRT.WEL AAS.WEL	11 26.50 60.50	48.0508 48.0508 48.0508	NDP.BWEL CRT.WEL AAS.wel

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

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program provides experiences, which enable students to develop competencies necessary for employment in and/or continued education in welding. Emphasis throughout the program is placed on developing skills in the following areas: safety, metal identification, oxy-acetylene welding, metal cutting processes, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, and blueprint reading.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	The program does well in providing students with the wide range of welding skills. Lake Land WEL graduates are employed in manufacturing facilities throughout the area. On an annual basis, program courses are assessed and learning outcomes are examined through this assessment. Through this process outcomes and targets are reviewed and changes are made based on results. In addition, an annual program assessment is conducted as well. Furthermore, the program coordinator, division chair and Director of Institutional Research meet annually to review student success measures and strategies related to enhancing program efforts and student success.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	No previous program recommendations were located.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	James Crowder, Welding Instructor/Program Coordinator is responsible for measuring outcomes and communicating results.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Advisory council members meet annually, Program coordinator works closely with Depke (a supply company) as well as other business partners to make sure the College is staying current with the industry.

CTE Program Review Analysis

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

Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Students seeking a degree or certificate are required to complete the Lake Land College placement tests consisting of math, reading and English. Students who have taken the ACT or SAT college entrance exam or Accuplacer placement tests at another college may choose to use those scores in lieu of taking the placement tests. There are no other prerequisites required for the welding program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to onetonline.org, expected occupational growth for the state of Illinois is a 10% increase.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The demand has continued to increase over the past five years, looking forward to the next five years the growth for employment will only increase due to the fact of an aging workforce.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONET link: 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?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	As new needs/changes are identified, a conversation with the VPAS takes place before proceeding. Once he/she has approved the needs/changes, proceed to the College's Curriculum Committee for approval and then onto ICCB as necessary.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Yes. We are expanding and updating our lab to better stay current with industry standards and processes.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.4 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	Costs include instructor, student services, technology, equipment, and supplies. The College is funded by tuition and fees, state funding, and funding from the district. Costs are comparable to other Lake Land College programs.
2.4 What are the findings of the cost-effectiveness analysis?	Equipment and supplies are higher. All other costs are comparable to other College programs.

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Not applicable.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Examine costs to students annually and when possible, seek outside grant funding to offset equipment and supply costs for students. Perkins, FASFA completion, scholarships as well as emergency funding through foundation scholarships.
2.5 How will the college increase the cost- effectiveness of this program?	We are looking into grant funding as well as being set up through Lincoln Electric as an educator to purchase supplies at a reduced cost.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	We are currently waiting to hear from Perkins regarding eligibility.
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The Welding program core classes are set up in Canvas, a course management system, by the program coordinator and Adjunct faculty members to ensure that each section is covering the same material so each student gets the same knowledge and experience. Instructors have office hours for students who need additional help with course materials. Student success is supported through the Tutoring and Testing Center, Counseling Services, Career Services, the Learning Resource Center, and Financial Aid & Veteran

	Services. Federally funded programs such as TRiO Student Support Services and Perkins IV programs are committed to helping eligible Lake Land College students achieve success with their educational goals. Lake Land College offers student support services to narrow and/or eliminate gaps in achievement between different groups of students, including LEAP, ESL, tutoring programs, and TRIO Student Support Services.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The NDP.BWEL program is offered to adult education students and provides an avenue for students to take several classes that can lead into the certificate and/or AAS welding program.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	The use of welding simulators.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	WEL-055, Well-056, Effingham, WEL-057 Mattoon, Effingham, Marshal, Shelbyville, Martinsville, Detrick to name a few. We currently have 13 high schools enrolled with a total of 197 students in 2023.

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Supervised Occupational Experience is required and INS-200 (independent study) classes are available.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Industrial certification is not required
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No, but we are working towards this.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	None
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Program Coordinator continually adds a wide variety of welding professionals to the Advisory Council. Program Coordinator invites industry professionals to visit and speak in classrooms along with being invited to attend technology Job fairs.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Perkins funds are available for students that qualify. Tutoring services are available to all students. In addition, the college has a food bank for students with food insecurities as well as a mental health counselor and wellness coordinator to assist

	with access to community services students may need.
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?	The College provides staff development opportunities throughout the year including sessions on diversity, assessments, and the learning management system (Canvas). Program Coordinator attends the AWS (American Welding Society) conference.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty have opportunities for development in the area of program on Diversity, Equity, and Inclusion at College staff development days, state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	The technology is up to date, we have started replacing our aging equipment
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results are available in Weave. Instructors make changes as needed.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	Due to student assessments, we are moving to a two-day class format to better facilitate students needs.
3.21 How satisfied are students with their preparation for employment?	Data not available at this time. The College is implementing a Student Satisfaction Survey beginning with Spring 2024.

How is this student satisfaction information collected?	
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program coordinator meets with the advisory council annually to foster continuous improvement of the program. Their biggest concern is that the demand for adequately trained welders exceeds the supply. This is a nationwide problem in the welding field. Engagement could be improved by meeting in person; however, meeting virtually has allowed more professionals to be involved with the council.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Program coordinator is often contacted by employers seeking interns, part-time employees, and/or full-time employees. Program connects employers and students.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	I'm a new Instructor that started this fall. We will be getting feedback through SOE employers via surveys and emails in the future.
3.25 What are the program's strengths?	Experienced Instructors and small class sizes.
3.26 What are the identified or potential weaknesses of the program?	Lack of a 2-year program Aging equipment Lack of manufacturing support
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. Upgrading equipment and lab and reinstating the 2-year program.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

Barriers: Perkins funds are not guaranteed
There is a shortage of students majoring in welding nationwide

Performance and Equity

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

CTE Program	Welding Technology NDP.BWEL CRT.WEL AAS.WEL				
CIP Code	48.0508				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	NDP 36 CRT 21 AAS 27	23 21 27	13 16 7	26 14 12	28 18 20
Number of Completers	NDP 28 CRT 8 AAS 3	18 10 5	9 9 2	16 7 3	10 10 6
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Tableau software is used. Data is shown for the following categories: retention, enrollment, gender, ethnicity, working status, and part-time vs. full-time student status.				

How does the data support the program goals? Elaborate.	Program coordinator uses data to enhance teaching and learning.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The data shows 83.33% retention of first-time students in the welding program after one year. The College is beginning to expand data to look at all students in the program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	Strategies to promote student success may be at the program and/or college level.
Are the students served in this program representative of the total student population? Please explain.	Welding students are 6.36% female and 93.64% male compared to 58.6% female and 41.4% male college-wide. Welding students are 90.17% white and 9.83% minority compared to 90.0% white and 10.0% minority college-wide. Welding students are 60.69% full-time and 39.31% part-time compared to 46.1% full-time and 53.9% part-time college-wide.
Are the students served in this program representative of the district population? Please explain.	The district is made up of 96.0% white and 4.0% minority students. The percentage of minority students majoring in welding is higher (7.6%).
Review Results	
Action	☒ Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The study shows that only minor improvements are needed.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Fall 2024 implementing a two-day school format for students.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College is still working to identify where the gaps are. As data becomes available, strategies will be developed as needed to address specific populations.
Resources Needed	Continued marketing efforts and access to Perkins's funding.
Responsibility Who is responsible for completing or implementing the modifications?	Program Coordinator

CAREER AND TECHNICAL EDUCATION – DEPARTMENT OF CORRECTIONS

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 24

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Custodial Maintenance	Cert	16	19.0699	

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

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program is designed for participants to receive entry-level training that prepares them to confidently enter the custodial industry. It teaches practical skills and industry standards for cleaning and maintaining public areas as well as private homes.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This program teaches practical skills and industry standards for the custodial 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 and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVS Vocational Coordinator, DuWayne Owens determines programming for IDOC.

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.	The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator DuWayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.

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.	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? Cite local and regional labor market information.	As a program serving students who will be released to all areas, there is a projected increase in employment opportunities statewide in the custodial industry over the next 10 years.
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 1.5% growth incline between 2020-2030 in the custodial field.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	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 individuals incarcerated within the Department of Corrections.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving program based on graduation or voluntarily quitting complete an exit interview. These responses identify areas to improve the program.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The program is currently under review for expansion of the program.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.5 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The annual personnel cost per program is $70,200. Commodity costs per program is $3000 Program costs are consistent with the average cost of other correctional vocational programs. The salary rates determined by IDOC have not been competitive with industry standards, leading instructional positions to remain vacant for significant periods. The program is funded through the Department of Corrections and ICCB credit hour grant. For security purposes, student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.
2.5 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Program offerings and funding are determined by the Department of Corrections.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	N/A. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	Although there is no cost to the college campus or incarcerated students, programs continue to seek areas where they can provide experience to students by collaborating with IDOC to maintain the floors throughout the facilities. IDOC supplements these projects with supplies on a regular basis.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Open-entry, Open exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.

3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No. The program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses. As a statewide program, it can be transferred to other colleges serving IDOC.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, it aligns with Adult Education, Dual Credit programs and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This curriculum is shared by other colleges serving IDOC population.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Annual In-service is provided to share best practices and curriculum development ideas.

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

3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.
3.26 What are the identified or potential weaknesses of the program?	None
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations.

Performance and Equity

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

CTE Program	Custodial Maintenance				
CIP Code	19.0699				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled **(PIE Report)**	604	682	116	184	210
Number of Completers **(PIE Report)**	445	521	44	99	102
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	Enrollments and completions were dramatically affected by the pandemic and IDOC policies regarding class closures during quarantine periods. Completions rates are beginning to climb this past year. New IDOC policies expanding earned time off sentences has altered completion rates as well. A number of students may reach their release dates prior to completing class. In addition, 4 programs were closed by IDOC so				

department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	vocational areas could be dedicated to other instructional purposes.
How does the data support the program goals? Elaborate.	The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There were periods when there were instructor vacancies. Also, COVID restrictions were in place in years 3 and 4, causing disruptions to attendance preventing students from completing program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	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	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Custodial Maintenance program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program is currently under review for expansion of the program.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 24

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
Fundamental Construction Skills formally Construction Occupations I	cert	15	46	Fundamental Construction Skills Practical Building Trades Construction Business Construction Occupations 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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program is designed for participants to develop competencies for entry level employment in construction and building maintenance fields, or as preparation for continuing education in construction technology.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This program teaches practical skills and industry standards for the construction 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 and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVS Vocational Coordinator, DuWayne Owens determines programming for IDOC.
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.	The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator DuWayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.

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.	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? Cite local and regional labor market information.	As a program serving students who will be released to all areas, there is a projected increase in employment opportunities statewide in the construction industry over the next 10 years.
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 0.82% growth incline between 2020-2030 in the construction field.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	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 individuals incarcerated within the Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving program based on graduation or voluntarily quitting complete an exit interview. These responses identify areas to improve the program.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review of the program confirmed student are achieving program objectives. Students are satisfied with their experiences in the classroom.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.7 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year	The annual personnel cost per program is $71,400. Commodity costs per program is $5500 Program costs are consistent with the average cost of other correctional vocational programs. The salary rates determined by IDOC have not been competitive with industry standards, leading instructional positions to remain vacant for significant periods. The program is funded through the Department of Corrections and ICCB credit hour grant. For security purposes, student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.

to year • Scheduling efficiency	
2.6 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Program offerings and funding are determined by the Department of Corrections.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	N/A. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	Although there is no cost to the college campus or incarcerated students, programs continue to seek areas where they can provide experience to students by collaborating with local Habitat for Humanity programs. In addition, the program reuses materials during lab experiences when possible.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Open-entry, Open exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No. The program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, it aligns with Adult Education, Dual Credit programs and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This curriculum is shared by other colleges serving IDOC population.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Annual In-service is provided to share best practices and curriculum development ideas.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Good
3.18 What assessment methods are used to ensure student success?	Course outcomes and measure were developed by the instructors and the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8 week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices adopted to improve outcomes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	All course assessment targets continue to be met in program.
3.21 How satisfied are students with their preparation for employment?	Students are satisfied with their participation. Upon completion of the program, students complete an exit

How is this student satisfaction information collected?	interview, and each individual submission is reviewed by instructors and associate dean for feedback. This process happens throughout the year in an open entry/open exit class.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A Lake Land College is not permitted to collect information on incarcerated students after release.
3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.
3.26 What are the identified or potential weaknesses of the program?	None
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations.

Performance and Equity

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

CTE Program	Fundamental Construction Skills				
CIP Code	46				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled **(PIE Report)**	429	373	115	190	261
Number of Completers **(PIE Report)**	418	379	47	106	128
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Enrollments and completions were dramatically affected by the pandemic and IDOC policies regarding class closures during quarantine periods. Completions rates are beginning to climb in the past two years. New IDOC policies expanding earned time off sentences has altered completion rates as well. A number of students may reach their release dates prior to completing class. In addition, instructional vacancies have affected enrollments.				
How does the data support the program goals? Elaborate.	The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There were periods when there were instructor vacancies. Also, COVID restrictions were in place in years 3 and 4, causing disruptions to attendance preventing students from completing program.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the	With IDOC permission, Lake Land College continues to fill vacant instructor positions statewide to ensure more students are served.				

college plans to do to close identified gaps.	
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	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Construction program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None

Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 24

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Practical Building Trades formally known as Construction Occupations II	cert	32	46	Fundamental Construction Skills Practical Building Trades Construction Business Construction Occupations 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 within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program is designed for participants who have complete Fundamental Construction Skills certificate to advance their knowledge and skills by gaining knowledge in the area of plumbing, masonry, residential wiring, and green building practices.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This program teaches practical skills and industry standards for the construction 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 and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVS Vocational Coordinator, DuWayne Owens determines programming for IDOC.
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.	The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator DuWayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.

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.	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.	The construction program exceeds credit hour requirements to provide additional lab and instructional time for students to practice skills, as individuals in custody do not have access to work outside of the classroom.
Indicator 1: Need	**Response**
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As a program serving students who will be released to all areas, there is a projected increase in employment opportunities statewide in the construction industry over the next 10 years.
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 0.82% growth incline between 2020-2030 in the field.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	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 individuals incarcerated within the Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving program based on graduation or voluntarily quitting complete an exit interview. These responses identify areas to improve the program.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review of the program confirmed student are achieving program objectives. Students are satisfied with their experiences in the classroom.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.9 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 0 • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year	The annual personnel cost per program is $71,400. Commodity costs per program is $5500 Program costs are consistent with the average cost of other correctional vocational programs. The salary rates determined by IDOC have not been competitive with industry standards, leading instructional positions to remain vacant for significant periods. The program is funded through the Department of Corrections and ICCB credit hour grant. For security purposes, student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.

to year • Scheduling efficiency	
2.7 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Program offerings and funding are determined by the Department of Corrections.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	N/A. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	Although there is no cost to the college campus or incarcerated students, programs continue to seek areas where they can provide experience to students by collaborating with local Habitat for Humanity programs. In addition, the program reuses materials during lab experiences when possible.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No

Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Open-entry, Open exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No. The program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, it aligns with Adult Education, Dual Credit programs and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release.

3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This curriculum is shared by other colleges serving IDOC population.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Annual In-service is provided to share best practices and curriculum development ideas.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Good
3.18 What assessment methods are used to ensure student success?	Course outcomes and measure were developed by the instructors and the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8 week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices adopted to improve outcomes.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	All course assessment targets continue to be met in program.
3.21 How satisfied are students with their preparation for employment?	Students are satisfied with their participation. Upon completion of the program, students complete an exit

How is this student satisfaction information collected?	interview, and each individual submission is reviewed by instructors and associate dean for feedback. This process happens throughout the year in an open entry/open exit class.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A Lake Land College is not permitted to collect information on incarcerated students after release.
3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.
3.26 What are the identified or potential weaknesses of the program?	None
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations.

Performance and Equity

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

CTE Program	Practical Building Trades				
CIP Code	46				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled **(PIE Report)**	80	85	6	60	87
Number of Completers **(PIE Report)**	149	164	3	63	50
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Changes in the operations of IDOC has affected the enrollment numbers in this second construction. Students are enrolled based on outdates and Illinois has significantly expanded who may earn time off sentences, leading to many students being released prior to completing a second certificate. Students with additional time still like to take advantage of additional training. Overall totals also reflect the number of instructional vacancies occurring in each academic year.				
How does the data support the program goals? Elaborate.	The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There were periods when there were instructor vacancies. Also, COVID restrictions were in place in years 3 and 4, causing disruptions to attendance preventing students from completing program.				
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the	With IDOC permission, Lake Land College continues to fill vacant instructor positions statewide to ensure more students are served.				

college plans to do to close identified gaps.	
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	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Construction program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None

Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 24

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Basic Welding	cert	11	48.0508	Basic Welding Welding Technology

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

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program provides an introduction to basic welding practices and skills including metal layout and cutting, SMAW, GMAW and GTAW welding processes. Industrial safety and other skills such as blueprint reading are covered.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This program teaches practical skills and industry standards for the welding 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 and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVS Vocational Coordinator, DuWayne Owens determines programming for IDOC.

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.	The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator DuWayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.

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.	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? Cite local and regional labor market information.	As a program serving students who will be released to all areas, there is a projected increase in employment opportunities statewide in the welding industry over the next 10 years.
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 0.99% growth incline between 2020-2030 in the welding field.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	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 individuals incarcerated within the Department of Corrections.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving program based on graduation or voluntarily quitting complete an exit interview. These responses identify areas to improve the program.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review of the program confirmed student are achieving program objectives. Students are satisfied with their experiences in the classroom.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.11 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 2 • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	28 Program costs 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. For security purposes, student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.
2.8 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Program offerings and funding are determined by the Department of Corrections.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	N/A. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	N/A There are no costs to incarcerated students.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Open-entry, Open exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	No. The program begins with basic courses that build foundational knowledge leading to more specific occupational skills within successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.

If yes, describe any strengths or challenge to program of study implementation.	
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, it aligns with Adult Education, Dual Credit programs and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This curriculum is shared by other colleges serving IDOC population.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Annual In-service is provided to share best practices and curriculum development ideas.

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

3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.
3.26 What are the identified or potential weaknesses of the program?	None
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations.

Performance and Equity

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

CTE Program	Basic Welding				
CIP Code	48.0508				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled **(PIE Report)**	28	94	7	22	81
Number of Completers **(PIE Report)**	N/A	72	7	24	34
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	Enrollments and completions were dramatically affected by the pandemic and IDOC policies regarding class closures during quarantine periods. Completions rates are beginning to climb this past year. New IDOC policies expanding earned time off sentences has altered completion rates as well. A number of students may reach their release dates prior to completing class.				

department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There were periods when there were instructor vacancies. Also, COVID restrictions were in place in years 3 and 4, causing disruptions to attendance preventing students from completing program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	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	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Welding program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

Career & Technical Education

College Name:	Lake Land College
Academic Years Reviewed:	FY 24

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Welding Technology	cert	26	48.0508	Basic Welding Welding Technology

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

Program Objectives What are the overarching objectives of the program? *(i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)*	This program provides experiences which enable students to develop competencies necessary for employment in welding. Emphasis throughout the program is placed on developing skills in safety, metal identification, oxy-acetylene welding, metal cutting processes, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, and blueprint reading.
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? *This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)*	This program teaches practical skills and industry standards for the welding 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 and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVS Vocational Coordinator, DuWayne Owens determines programming for IDOC.

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.	The program is contracted through the Department of Corrections and the OAEVS Vocational Coordinator DuWayne Owens reviews and determines programming for individuals in custody based on internal DOC needs and data.

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.	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? Cite local and regional labor market information.	As a program serving students who will be released to all areas, there is a projected increase in employment opportunities statewide in the welding industry over the next 10 years.
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 0.99% growth incline between 2020-2030 in the welding field.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	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 individuals incarcerated within the Department of Corrections.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving program based on graduation or voluntarily quitting complete an exit interview. These responses identify areas to improve the program.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	The review of the program confirmed student are achieving program objectives. Students are satisfied with their experiences in the classroom.
Indicator 2: **Cost Effectiveness** *(see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)*	**Response**
2.13 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 4 • Revenue Analysis • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The average personnel cost for three sites is $74,900. Commodities and maintenance costs average $21,000. Note these costs are shared with Welding Technology Certificate. Program costs 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. For security purposes, student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.
2.9 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	Program offerings and funding are determined by the Department of Corrections.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	N/A. There are no costs to incarcerated students.
2.5 How will the college increase the cost- effectiveness of this program?	N/A There are no costs to incarcerated students.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	**Response**
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Open-entry, Open exit program allowing students to enter and exit classes throughout the semester so enrollment is consistently 15. The system allows students to complete programs prior to release, removing barriers to the academic programs.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program serves a diverse population and is designed to reflect workplace standards. Instructors teach students to communicate and conduct themselves to reflect industry expectations.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	No. The program begins with basic courses that build foundational knowledge leading to more specific occupational skills within the successive courses/certificates. As a statewide program, it can be transferred to other colleges serving IDOC.

If yes, describe any strengths or challenge to program of study implementation.	
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, it aligns with Adult Education, Dual Credit programs and other CTE POS. IDOC in conjunction with Roosevelt University establishes partnerships with employers to facilitate student placement after release.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	This curriculum is shared by other colleges serving IDOC population.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	No
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	N/A
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Annual In-service is provided to share best practices and curriculum development ideas.

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

3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.
3.26 What are the identified or potential weaknesses of the program?	None
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations.

Performance and Equity

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

CTE Program	Welding Technology				
CIP Code	48.0508				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	1	1	4	4
Number of Completers	91	21	1	2	3
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	Changes in the operations of IDOC has affected the enrollment numbers in this second welding certificate. Students are enrolled based on outdates and Illinois has significantly expanded who may earn time off sentences, leading to many students being released prior to completing a second certificate. Students with additional time still like to take advantage of additional training.				

department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There were periods when there were instructor vacancies. Also, COVID restrictions were in place in years 3 and 4, causing disruptions to attendance preventing students from completing program.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	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	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The Welding program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

ACADEMIC DISCIPLINE

Academic Disciplines	
College Name:	Lake Land College
Academic Years Reviewed:	2019-2023
Discipline Area:	Physical and Life Sciences

Review Summary

Complete this section to review the Academic Discipline as a whole. Use the Course Specific Review portion of this template for each course reviewed in the Discipline.

Program Objectives What are the objectives of the discipline?	1. To provide science courses in a multiple sub-disciplines of science. 2. To provide (lab oriented) courses that serve the educational needs of: a. science majors b. allied health majors c. technology majors 3. To provide general education requirements to the public To provide transfer students with the academic preparation to excel at both two and four year institutions.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	1. Science courses are taught in five sub-disciplines: Bioscience, Chemistry, Earth Science, Geospatial Information Systems and Physics. 2. Pre-requisite and major specific science courses are integrated into at least 60 degrees and certificates and administered through degree audits. 3. Science courses are open access to any students that meet the pre-requisite requirements where applicable Over the last five years the following data captures student success rates for degree completion and successful matriculation into physical and life science programs from Lake Land College (N=121) Life/Physical Science STEM Majors: • 71 or 58.6% graduated from LLC • 90 or 74.3% Have enrolled in a University after LLC • 40 or 33.0% have completed a degree at the transfer institution

How does this discipline contribute to other fields and the mission of the college, including addressing the college's vision for equitable access for students?	The physical and life science curricula supports the overall college mission of providing an "affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve" through "university transfer education, general education technical & career education and community and continuing education".
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Course assessment data use has been emphasized strongly and now adopted. Lead faculty are required to show how data results influence pedagogy or course revisions. In addition, specific requirements are required from faculty to address and build plans and teaching strategies to address any goals-objectives not being met with any course objectives. A closer look at course/program retention, persistence and completion rates has begun. This provides faculty with a macro perspective to their courses and programs. Equipment and technology

Subject	Equipment Description	Projected Cost	Year
A&P/BIO	Anatomage	$83,700	2021
A&P/BIO	Anatomage	$81,700	2022
Chem	FT-NMR	$30,000	2019
Chem	FT-IR	$22,000	2022
Chem	LabQuest 3 Devices	$4,000	2021
Micro/BIO	Microscopes	$9457.92	2022
A&P/BIO	Forensic supplies	$19,500	2022
A&P/BIO	Hyflex classroom 102	$28,758	2022
A&P/BIO	Hyflex classroom 104	$31,758	2023
Earth Science	Hyflex classroom (NH106)	$31,036	2022

Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum needs are discussed cross-divisionally as well as intra-divisional within both the membership of the curriculum committee and divisions respectively. Other areas provide input ranging from admissions and records, advising, student information systems, transfer coordinator, general education committee, advisory boards, etc. Institutional Research Department & Data Analytics Department also provides program coordinators and lead instructors necessary supportive data.
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. In addition, the MSD has also added an annual STEM Open House Events. This annual event offers local high schools' discipline specific hands-on sessions dealing with careers in areas from chemistry, physics, engineering, life science and earth science. Both formative and summative evaluation is conducted on the event to both capture short term and potential long-term information about the event's success with recruiting students to LLC and STEM related fields.
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?	No current programs or majors has been added since the last 5-Year Report, however, work is currently being done to evaluate high growth occupational areas in computer science and engineering. Across discipline and departmental work is being done with the business and technology divisions to support these potential expansions over the next 1-2 years with new degrees, certificates or micro-credentials like badges.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	Thirty-nine courses are offered across the physical and life sciences within the MSD at LLC. BIO-100 Bioscience 1 is clearly one of the largest demand courses in MSD. Specifically, the course serves as a general education course for meeting life science requirements, however, the course also serves as a gateway course for many CTE students in allied health majors in areas like nursing and dental hygiene.
Indicator 2: Cost Effectiveness	**Response**

2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	In FY2023 the operating budgets were as follows: 1. Bioscience $ 743,205.95 2. Chemistry $ 711,353.55 3. Geography/Earth Science $ 127,037.96 (2022) (Current DC and using partial administrative contract for DC stipend) 4. Physics $157,140.28
2.2 What steps can be taken to offer curricula more cost-effectively?	One of our key costs, instructional/faculty cost, clearly is the largest cost to offer MSD curriculum. All academic departments are conducting talent management plans to estimate projected retirements occurring over the next 5-10 years. Early indicators suggest 30-50% of the faculty (N=16) within the department to be retiring. Modeling is currently is done to estimate what faculty, if any, will be replaced with these projected retirements based on enrollment trends and projected needs by academic area. Already in 2024, the chemistry department is moving from a three-faculty member department to two member departments. This DC would project and will be recommending with lowering enrollment projects that 2-3 faculty positions will likely not be replaced over the next 5-7 years. These cost savings will help keep the cost to offer curricula down and at the same time potentially with limited to no reductions in offerings/options to meet student needs with careful planning with staffing.
2.3 Is there a need for additional resources?	Related to 2.2, this DC estimates key part-time faculty additions will be potentially needed to offer sections in areas with reductions in full time faculty. Key areas like chemistry, math, earth science, and anatomy will need to be developed to address potential sections that will be needed to address sections in these areas as some full-time positions might not be filled over the next 5-7 years. Currently, staffing and finding qualified and reliable part time faculty has been challenging and this will be an issue that the MSD will need to address for long term planning to cover required sections and diverse modalities/options required by students.
Indicator 3: Quality	**Response**

3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	The following modalities are offered across the discipline: 1. Online 2. Hybrid 3. Accelerated (Mod 1 and Mod 2) Of key importance with flexibility relates to increasing options within the hybrid modality. Increasingly hybrid options are including limited to no face-to-face meeting with online synchronous Zoom options in a variety of math sections specifically. This option really helps many students with commuting and time commitments within a district over 4000 square miles. Many areas of the district are over a one-hour commute one way and this option, in theory, allows for students save valuable time and money relating to commuting cost to attend higher education.
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	Persistence Report compares F2F with online modality. Division chairs and the IR Office analyze course retention and persistence rates and compare student success across modalities on a semester-by-semester basis. Results are discussed at division meeting as well as appropriate committee meetings across campus for recommendations/solutions. Using Tableau and other data mining tools over the next five years will be critical for scheduling teams including Chairs, IR Office, and other support teams to evaluate and statistically measure student retention and success rates across these modalities. Specific trends will need to be assessed relating to critical socioeconomic factors that might be influencing student success rates across modalities. Using these findings will be critical to helping students with advising sections and modalities that best fit their learning styles and scheduling needs.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Faculty are evaluated as per the Collective Bargaining Agreement. Grade distribution reports are generated by division chair when called for. However, course persistence reports are studied at the course level and not instructor level. Lead instructor reviews course assessment results from all sections taught and communicates results and potential changes to all instructors. According to Board policy 05.05, adjunct faculty are required to conduct instructor and course evaluations in each course for fall and spring semesters each year. Dual credit instructors are evaluated by faculty based on submitted portfolios and within course assessment objectives. Specific discipline hour minimum hours and degrees are verified for all faculty offering courses within life and physical science courses at Lake Land College. As of the spring 2024 semester the department had 100% participation with coordinating assessments within the physical and life science sections within MSD at LLC.
3.4 What professional development is offered for full- and/or part-time faculty in this discipline? Is all professional development offered to both full time and adjunct faculty?	Twice a year the college offers in house professional development days relating to specific educational or personal growth workshops on set dates. In addition, faculty within MSD also have an internal travel budget to support in discipline work and opportunities withing their field of work. We are planning to send one of our biology faculty to attend the National Association of Biology Teachers Conference in the spring 2024.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	Currently, we have two faculty serving on IAI panels in math and social science panels from 2019 to 2023 and we have two faculty planning to serve/join biology/life science panel over the next year
3.6 How does the discipline identify and support “at-risk” students? What supports are available to these students and how are students made aware of these supports?	A number of wrap around services are used to identify and target and support “at-risk” students like the following programs: LEAP, BIT, Navigate (EAB) implementation. Both faculty referrals, counselors, and potential grade checks with some of these program help identify and match students to potential services and staff to help or assist students with potential challenges in MSD courses.

3.7 To what extent is the discipline integrated with other instructional programs and services?	1. The structured nature of our degree program models makes it necessary for each discipline to collaborate on program development, DACUM and course scheduling. 2. An embedded counselor attends monthly divisional meetings. This way student services and issues are included in decision making by teaching faculty and division chair. 3. Division chairs have Datatel tools that allow for access to scheduling information across all divisions.
3.8 What does the discipline or department review when developing or modifying curriculum?	The following are reviewed prior and during curricular development or modification: 1. IAI descriptors/codes 2. Existing articulation agreements with universities 3. Advisory board/ industry input 4. Existing course information forms 5. Student success rates 6. Couse assessment data In addition, the College has recently hired a full-time position, Coordinator of Curriculum Development, to assist with the implementation and approval of any new curriculum developed across the College. Faculty now have a full time professional to assist with the paper work, application, and forms needed to walk through both the internal and external groups reviewing new curriculum for approval.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population is disproportionately affecting course success rates? If so, how does the college address these disparities?	1. The lead instructor alerts the division chair. 2. The issue is analyzed with or without the division chair and recommendations are offered. 3. If any significant changes are required, then the adjustments are made to the course outline form and forwarded to the curriculum committee for review and approval. 4. Some recommendations may require the lead instructor collaborating with other instructors of the course to develop appropriate pedagogical changes to address concerns. Also, with the recent investment in data mining tools like Tableau, in theory, the College will be able to quickly examine and research critical at-risk populations historically in STEM programs like gender, ethnic and low-income populations for student retention patterns. Using these results the College should be able to address and quantify to what extent, if any, statistical evidence exists on campus for at-risk populations successfully completing physical and life science courses.

3.10 How does the college determine student success in this discipline?	LLC currently aggregates the data across all students taking life and physical science courses. Success is defined as the numbers of students enrolled, credit hours produced and percentage of students completing the course with a C average of higher. Evidence indicates from 2018 to 2022 that a range from 78 to 81% of the students were completing the courses with a C average or higher. In addition, using Tableau and data mining tools for the first cycle we are not breaking down critical sat-risk sub groups in STEM education relating to student success rates in areas like the following student populations: • First generation college students; • Economically disadvantaged; • Academically disadvantage; • Race; • Modality; • Gender.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Currently, this if the first cycle we have with using this disaggregated for STEM science classes and relating them to students' success rates. The College's Developmental Education Committee is being tasked to review this data and connect to what extent, if any, statistical significance results are occurring across these sub-population for student success. Issues and findings will help the College address what support areas, grants, or special services might be needed to address historic challenges with some special populations to successfully completing lab science courses in life and physical sciences. As of now, no actions have officially occurred, however, lab science faculty are already attending and participating at national conference like the NABT for Biology Teachers to research and investigate early national indicators for findings on at risk populations in lab sciences and how other colleges are meeting and addressing these challenges to better serve students.
List any barriers encountered while implementing the discipline.	

i.	Student enrollment decline remains the biggest challenge.
ii.	Finding qualified eligible adjunct faculty to teach can be an issue.
iii.	Expansion of budget for professional development activities beyond conferences. We need to target and address challenges in the following areas for MSD faculty: A. Hy-Flex training and integration to support synchronous face to face or online conferencing options for students; B. The role of AI and how this technology impacts student learning, instruction and ethics with research by students in lab science courses.
iv.	Students' level of readiness for college-level courses appears to be more of a challenge in the last few years. How can the MSD work with local in-district high schools to better support and model labs and instruction to prepare students for college level STEM courses potentially through dual credit courses?

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	*Life Science*				
Course Title	*BIO-050: Basic Anatomy & Physiology*				
Course Description	*This course provides an understanding of anatomical structures and functions of the human body.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	410	276	59	92	101
Credit Hours Produced	1,640.0	1,104.0	236.0	368.0	404.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.6%	90.6%	83.1%	81.5%	83.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None on file	None on file	None on file	None on file	None on file
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Life Science*				
Course Title	*BIO-061: Human Cadaver & Anatomy Review*				
Course Description	*This is a refresher course for allied health majors. The lab component covers gross anatomy of organ systems, blood vessels, nerves, and musculoskeletal system, utilizing both models and cadavers. Brief physiological overview of various organ systems.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					37
Credit Hours Produced					37.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					78.4%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	Not on File	Not on File	Not on File	Not on File	Not on File
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Life Science*				
Course Title	*BIO-100: Bio Science 1*				
Course Description	*This course provides an introduction to the fundamental processes and structures common to all living things along with their applications to society.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1,479	1,326	1,213	1,107	978
Credit Hours Produced	5,916.0	5,304.0	4,852.0	4,428.0	3,912.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.6%	82.0%	78.7%	79.4%	77.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI L1 900L	IAI L1 900L	IAI L1 900L	IAI L1 900L	IAI L1 900L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
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Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Life Science*				
Course Title	*BIO 111: General Botany*				
Course Description	*A survey of the plant kingdom with emphasis on evolutionary advancements and the structure and function of plants and their economic importance.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	32	80	96	48	52
Credit Hours Produced	128.0	320.0	384.0	192.0	208.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87.5%	90.0%	93.8%	91.7%	96.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI BIO 910	IAI BIO 910	IAI BIO 910	IAI BIO 910	IAI BIO 910
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Life Science*				
Course Title	*BIO-116: General Zoology*				
Course Description	*An introduction to the basic concepts of animal life and its diversity. Including: taxonomy, cellular and organismic structure and function, development and economic importance.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	84	136	96	78	78
Credit Hours Produced	336.0	544.0	384.0	312.0	312.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.3%	82.4%	89.6%	87.2%	89.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI BIO 910	IAI BIO 910	IAI BIO 910	IAI BIO 910	IAI BIO 910
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
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Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
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Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Life Science*				
Course Title	*BIO-130: Environmental Science*				
Course Description	*An introductory course dealing with the principles that govern natural environments including man's relationship to them. Part of the course will be conducted in the field observing and measuring various aspects of ecology.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	349	357	324	203	216
Credit Hours Produced	1,396.0	1,428.0	1,296.0	812.0	864.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.0%	78.4%	77.5%	78.3%	81.5%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI L1 905L	IAI L1 905L	IAI L1 905L	IAI L1 905L	IAI L1 905L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
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Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Life Science*				
Course Title	*BIO-150: Biotechnology in Society*				
Course Description	*This course explores the field of biotechnology in a comprehensive overview. Material covered includes the following: history of biotechnology; basic techniques used in biotechnology; current and future impacts of biotechnology; and ethical issues within biotechnology.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	15	16	12	17	14
Credit Hours Produced	45.0	48.0	36.0	51.0	42.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.7%	100.0%	100.0%	94.1%	92.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI L1 906	IAI L1 906	IAI L1 906	IAI L1 906	IAI L1 906
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Life Science*				
Course Title	*BIO-160: Introduction to Genetics*				
Course Description	*An introduction to the principles of genetics with emphasis on human heredity. Included are Mendelian genetics, hereditary disorders, gene expression, genetic engineering and population genetics.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	39	39	47	47	45
Credit Hours Produced	117.0	117.0	141.0	141.0	135.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.7%	92.3%	93.6%	83.0%	80.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI L1 906	IAI L1 906	IAI L1 906	IAI L1 906	IAI L1 906
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Life Science*				
Course Title	*BIO-212: Vertebrate Zoology*				
Course Description	*Laboratory and field course. An in-depth study of North American vertebrates with emphasis on Illinois species. Includes taxonomy, distribution, habitats, adaptation, and economic importance.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	8	18	27	12	22
Credit Hours Produced	24.0	54.0	81.0	36.0	66.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	100.0%	77.8%	100.0%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU:03/01	NIU:03/01	NIU:03/01	NIU:03/01	NIU:03/01
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Life Science*				
Course Title	*BIO-225: Human Ana/Phys I*				
Course Description	*This course employs the regional approach to human structure and function using human cadavers. First of a two course sequence for allied health majors.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	522	501	609	354	344
Credit Hours Produced	2,088.0	2,004.0	2,436.0	1,416.0	1,376.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69.9%	75.0%	71.6%	66.4%	76.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Life Science*				
Course Title	*BIO-226 Human Ana/Phys II*				
Course Description	*Continuation of BIO225, Human A & P I. Emphasis on human anatomy and physiology through the regional approach using human cadavers.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	344	353	454	278	369
Credit Hours Produced	1,376.0	1,412.0	1,816.0	1,112.0	1,476.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.4%	86.1%	89.4%	83.5%	90.8%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19	NIU:3/01 EIU:9/99 UIUC:5/19
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Life Science*				
Course Title	*BIO-235: Microbiology*				
Course Description	*This course covers a survey of microorganisms with detailed study of the biology, metabolism, growth, death, genetics, and methods of differentiation of bacteria. Also classification, control of organisms by physical and chemical methods, immunology and diseases are covered.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	191	219	381	145	152
Credit Hours Produced	764.0	876.0	1,524.0	580.0	608.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.8%	82.6%	80.1%	77.9%	69.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU:3/01	NIU:3/01	NIU:3/01	NIU:3/01	NIU:3/01
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Life Science*				
Course Title	*BIO-245: Biology Seminar*				
Course Description	*This capstone course prepares transfer students for scientific literacy though the integration of biological concepts. Emphasis is on discussion of current topics and research, development of formal oral and written communication skills, and professional development in the biological sciences.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled				2	
Credit Hours Produced				2.0	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100.0%	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None on file	None on file	None on file	None on file	None on file
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	*Life Science*				
Course Title	*BIO-120: Natural Science*				
Course Description	*Designed to give practical science experience to students of child care, elementary and special education. Much of the time is spent learning to do things rather than learning about things.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	EIU:1/89 NIU:3/01	EIU:1/89 NIU:3/01	EIU:1/89 NIU:3/01	EIU:1/89 NIU:3/01	EIU:1/89 NIU:3/01
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM-101: Physical Science II*				
Course Description	*An introductory discussion of chemical principles. Presents a balance between basic knowledge needed to understand the uses of chemicals and applications of chemicals in everyday life.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	72	40	40	50	72
Credit Hours Produced	216.0	120.0	120.0	150.0	216.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72.2%	55.0%	90.0%	92.0%	80.6%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI PI 903L	IAI PI 903L	IAI PI 903L	IAI PI 903L	IAI PI 903L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM 111: Concepts of Chemistry*				
Course Description	*An introduction to the concepts of chemistry where information is presented to students with little background or no prior interest in chemistry and those students who are not interested in abstract or mathematical theories.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	290	254	226	187	228
Credit Hours Produced	1,160.0	1,016.0	904.0	748.0	912.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74.5%	86.2%	86.3%	75.4%	73.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI P1 903L	IAI P1 903L	IAI P1 903L	IAI P1 903L	IAI P1 903L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM-120: General, Organic and Biochemistry I*				
Course Description	*Fundamentals of inorganic chemistry including history, atomic theory, bonding, stoichiometry, gases, solids, solutions, chemical equilibria, acids, bases, salts, pH, and electrochemistry.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	195	174	158	114	114
Credit Hours Produced	780.0	696.0	632.0	456.0	456.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.8%	79.3%	81.0%	67.5%	70.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI P1 902L	IAI P1 902L	IAI P1 902L	IAI P1 902L	IAI P1 902L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM-121: General, Organic and Biochemistry II*				
Course Description	*Study of organic and biological chemistry for students in allied health programs, agriculture, forestry, and other majors with comparable requirements.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	44	50	32	18	14
Credit Hours Produced	220.0	250.0	160.0	90.0	70.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.9%	80.0%	93.8%	100.0%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU:3/01	NIU:3/01	NIU:3/01	NIU:3/01	NIU:3/01
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Physical Science*				
Course Title	*CHM-150: General Chemistry I*				
Course Description	*General principles of chemistry for students majoring in chemistry, engineering or science professions. Topics include atomic theory, bonding, stoichiometry, gas laws and thermochemistry.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	268	333	366	260	216
Credit Hours Produced	1,072.0	1,332.0	1,464.0	1,040.0	864.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.0%	69.1%	83.6%	69.6%	80.6%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI P1 902L, CHM911	IAI P1 902L, CHM911	IAI P1 902L, CHM911	IAI P1 902L, CHM911	IAI P1 902L, CHM911
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
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Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Physical Science*				
Course Title	*CHM-151: General Chemistry II*				
Course Description	*Continuation of the General principles of chemistry for students majoring in chemistry, engineering or science professions. Topics include solids/liquids, solutions, kinetics, equilibrium, thermodynamics and electrochemistry.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	154	163	250	87	128
Credit Hours Produced	616.0	652.0	1,000.0	348.0	512.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	74.0%	83.4%	82.8%	81.6%	72.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI CHM 912	IAI CHM 912	IAI CHM 912	IAI CHM 912	IAI CHM 912
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM-243: Organic Chemistry I*				
Course Description	*Fundamental introduction to organic chemistry including a study of hydrocarbons and alcohols with spectroscopy, stereochemistry, and reaction mechanisms.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	22	28	22	19
Credit Hours Produced	88.0	88.0	112.0	88.0	76.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	59.1%	63.6%	75.0%	72.7%	84.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI CHM 913	IAI CHM 913	IAI CHM 913	IAI CHM 913	IAI CHM 913
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM-244: Organic Chemistry II*				
Course Description	*This course is a continuation of Organic Chemistry I (CHM243) with focus on carbonyls chemistry, oxidation and reduction, and biomolecules.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	15	24	14	12
Credit Hours Produced	80.0	60.0	96.0	56.0	48.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	60.0%	80.0%	58.3%	92.9%	91.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI CHM 914	IAI CHM 914	IAI CHM 914	IAI CHM 914	IAI CHM 914
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM-253: Organic Chemistry Lab I*				
Course Description	*Laboratory course introduces synthesis and the basic techniques for the separation, isolation, purification and identification of organic compounds.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	20	20	27	22	18
Credit Hours Produced	20.0	20.0	27.0	22.0	18.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.0%	90.0%	85.2%	86.4%	94.4%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI CHM 914	IAI CHM 914	IAI CHM 914	IAI CHM 914	IAI CHM 914
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*CHM 254: Organic Chemistry Lab II*				
Course Description	*Laboratory experiments in organic chemistry with a focus on multi-step synthesis.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	18	14	24	14	13
Credit Hours Produced	18.0	14.0	24.0	14.0	13.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	85.7%	91.7%	100.0%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI CHM 914	IAI CHM 914	IAI CHM 914	IAI CHM 914	IAI CHM 914
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*ESC 100: Physical Geology*				
Course Description	*Physical geology stresses the basic geologic concepts and processes that are responsible for creating and shaping the Earth. Materials covered include the topics of: rocks, minerals, volcanoes, earthquakes, stream erosion, wind erosion, glaciers, groundwater, Earth interior, plate tectonics and gravity.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	81	74	89	60	82
Credit Hours Produced	324.0	296.0	356.0	240.0	328.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.8%	81.1%	78.7%	83.3%	81.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI PI 907L	IAI PI 907L	IAI PI 907L	IAI PI 907L	IAI PI 907L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*ESC-102: Weather and Climate*				
Course Description	*This course emphasizes the dynamics of the atmosphere with focuses on atmospheric evolution, seasonal controls of climate, human impacts, atmospheric humidity, air pressure, severe weather, and climate classification. Extensive use of Internet resources and software will be required.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	196	239	312	180	193
Credit Hours Produced	784.0	956.0	1,248.0	720.0	772.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65.8%	73.2%	76.0%	74.4%	76.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI PI 905L	IAI PI 905L	IAI PI 905L	IAI PI 905L	IAI PI 905L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Physical Science*				
Course Title	*ESC 104: Physical Geography*				
Course Description	*Stresses the physical environment of earth. Emphasis is placed upon basic concepts in geography with a focus on the biosphere, lithosphere, atmosphere, and hydrosphere. Extensive use of Internet resources and software will be required for this course.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	46	56	69	56	26
Credit Hours Produced	138.0	168.0	207.0	168.0	78.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65.2%	64.3%	78.3%	55.4%	76.9%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI PI 909L	IAI PI 909L	IAI PI 909L	IAI PI 909L	IAI PI 909L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Physical Science*				
Course Title	*ESC-106/GIS-090: Introduction to Geospatial Technology*				
Course Description	*Introduction to basic Geographic Information Systems (GIS) concepts, using the ArcView GIS software program. Course will focus on developing both a theoretical background in the technology and real world applications using GIS techniques.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	9			
Credit Hours Produced	40.0	36.0			
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	40.0%	100.0%			
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None on File	None on File	None on File	None on File	None on File
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
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Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*PHYSICAL SCIENCE*				
Course Title	*GIS 091: ADVANCED GIS NOT ON TABLEU*				
Course Description	*THIS COURSE PROVIDES AN INTRODUCTION TO ADVANCED APPLICATIONS OF GEOGRAPHIC INFORMATION SYSTEMS (GIS) USING ARCVIEW AND ARCINFO. FOCUS WILL BE PLACED ON TECHNICIAN LEVEL ISSUES ASSOCIATED WITH DATA CAPTURE AND ASSOCIATED QUALITY CONTROL ISSUES ASSOCIATED WITH DEVELOPING ACCURATE INFORMATION*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
Credit Hours Produced					
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None on File	None on File	None on File	None on File	None on File
How does the data support the course goals? Elaborate.	*STUDENTS ARE EXHIBITING ACCEPTABLE LEVELS OF ACHIEVING LEARNING OUTCOMES.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*GIS 095: Geospatial Technology Internship*				
Course Description	*A directed field study program whereby students will apply classroom instruction to real-world Geographic Information Systems (GIS) projects in the community. Students should complete GIS-090 and GIS-091 and arrange for an advisor prior to enrolling in an internship.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled			1		3
Credit Hours Produced			3.0		9.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			100.0%		100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None on File	None on File	None on File	None on File	None on File
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
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Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Physical Science*				
Course Title	*PHY-110: Concepts of Physics*				
Course Description	*Phenomena-oriented course, emphasizing everyday life applications for the general student. Elementary mechanics, electricity, heat and modern physics are studied. This course counts towards the general education science requirement.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	98	104	106	86	86
Credit Hours Produced	392.0	416.0	424.0	344.0	344.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.7%	78.8%	77.4%	86.0%	60.5%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI PI 900L	IAI PI 900L	IAI PI 900L	IAI PI 900L	IAI PI 900L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*PHY-115: Astronomy*				
Course Description	*This course covers the history and future prospects of astronomy, the night sky, the Earth as compared to Venus and Mars, the death of stars, and cosmology. Emphasis is also placed on the influences that astronomy has had on culture.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41	33	69	36	30
Credit Hours Produced	123.0	99.0	207.0	108.0	90.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.9%	66.7%	68.1%	75.0%	66.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI PI 906	IAI PI 906	IAI PI 906	IAI PI 906	IAI PI 906
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*PHY-130: College Physics I*				
Course Description	*This course covers Newtonian Mechanics, heat, fluid motion. Intended for students in the pre-professional areas, arts and sciences, and four year technology majors. It is not intended for students who plan to major (or minor) in physics or engineering.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	74	64	93	62	54
Credit Hours Produced	296.0	256.0	372.0	248.0	216.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.8%	62.5%	87.1%	77.4%	85.2%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI PI 900L	IAI PI 900L	IAI PI 900L	IAI PI 900L	IAI PI 900L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*Physical Science*				
Course Title	*PHY-131: College Physics II*				
Course Description	*An introduction to electricity and magnetism, wave motion, optics and basic modern physics for pre-professional, arts and sciences, and four-year technology majors. This course is to be taken with PHY-130 to form a complete sequence.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	32	28	57	32	24
Credit Hours Produced	128.0	112.0	228.0	128.0	96.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	92.9%	84.2%	81.3%	100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	ISU:2-12 NIU:1/11 EIU:1/11 SIUC:12/10 ISU:12/10	ISU:2-12 NIU:1/11 EIU:1/11 SIUC:12/10 ISU:12/10	ISU:2-12 NIU:1/11 EIU:1/11 SIUC:12/10 ISU:12/10	ISU:2-12 NIU:1/11 EIU:1/11 SIUC:12/10 ISU:12/10	ISU:2-12 NIU:1/11 EIU:1/11 SIUC:12/10 ISU:12/10
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life				

	science courses at the college.
Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*PHY-140: University Physics I*				
Course Description	*This is a study of Newtonian Mechanics. The course is for physics majors and minors, engineering students and the mathematically oriented student. This is the first of a three-course sequence.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	78	76	90	68	52
Credit Hours Produced	312.0	304.0	360.0	272.0	208.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.1%	80.3%	86.7%	76.5%	73.1%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI P2 900L	IAI P2 900L	IAI P2 900L	IAI P2 900L	IAI P2 900L
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Science*				
Course Title	*PHY-141: University Physics II*				
Course Description	*This course is a study of heat, electricity, and magnetism for students in physics, engineering, chemistry, and mathematics.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	40	52	48	44
Credit Hours Produced	104.0	160.0	208.0	192.0	176.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84.6%	100.0%	88.5%	91.7%	86.4%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU: 5/99 UIUC:1/97	NIU: 5/99 UIUC:1/97	NIU: 5/99 UIUC:1/97	NIU: 5/99 UIUC:1/97	NIU: 5/99 UIUC:1/97
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Sciences*				
Course Title	*PHY-142: University Physics III*				
Course Description	*This course is a study of wave motion, sound, light, and modern physics for students in physics, engineering, chemistry, and mathematics.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	3	8	18	9	9
Credit Hours Produced	12.0	32.0	72.0	36.0	36.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	33.3%	87.5%	100.0%	100.0%	66.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU: 5/99 UIUC:1/97 SIUC:5/98	NIU: 5/99 UIUC:1/97 SIUC:5/98	NIU: 5/99 UIUC:1/97 SIUC:5/98	NIU: 5/99 UIUC:1/97 SIUC:5/98	NIU: 5/99 UIUC:1/97 SIUC:5/98
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the

modifications?	student success gap in identified courses with lower student success with identified at-risk groups.

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	*PHYSICAL SCIENCES*				
Course Title	*PHY-239: MECHANICS I*				
Course Description	*THIS COURSE IS A STUDY OF THE MECHANICS OF STATIC, RIGID BODIES FOR ENGINEERING STUDENTS.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	17	36	18	21
Credit Hours Produced	42.0	51.0	108.0	54.0	63.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.9%	88.2%	88.9%	83.3%	85.7%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI EGR 942	IAI EGR 942	IAI EGR 942	IAI EGR 942	IAI EGR 942
How does the data support the course goals? Elaborate.	*STUDENTS ARE EXHIBITING ACCEPTABLE LEVELS OF ACHIEVING LEARNING OUTCOMES.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life				

	science courses at the college.
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Performance and Equity

Please complete for **each course** reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.

Academic Discipline Area	*Physical Sciences*				
Course Title	*PHY-240: Mechanics II*				
Course Description	*This course is a study of the motion of rigid bodies and systems of particles for engineering students.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	10	14	30	13	17
Credit Hours Produced	30.0	42.0	90.0	39.0	51.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100.0%	100.0%	100.0%	84.6%	82.4%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI EGR 943	IAI EGR 943	IAI EGR 943	IAI EGR 943	IAI EGR 943
How does the data support the course goals? Elaborate.	*Students are exhibiting acceptable levels of achieving learning outcomes.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life science courses at the college.				

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Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

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	*PHYSICAL SCIENCES*				
Course Title	*PHY-245:* Solid Mechanics				
Course Description	*THIS COURSE IS THE STUDY OF THE RELATIONSHIP BETWEEN THE EXTERNAL LOADINGS ON A DEFORMABLE OBJECT AND THE RESULTING DEFORMATIONS AND INTERNAL STRESSES AND STRAINS.*				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					11
Credit Hours Produced					33.0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					100.0%
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	NIU: 05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07	NIU: 05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07	NIU: 05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07	NIU: 05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07	NIU: 05/08 ISU:11/07 UIUC:10/07 ISU:9/07 SIUC:10/07 EIU:9/07
How does the data support the course goals? Elaborate.	*STUDENTS ARE EXHIBITING ACCEPTABLE LEVELS OF ACHIEVING LEARNING OUTCOMES.*				
What disaggregated data was reviewed?	*For the first cycle LLC leveraged new tools and analytics to evaluate students for at-risk populations associated with historic challenges with course retention and degree completion. Using Tableau this 5-year cycle the following student populations were disaggregated for analysis against the generation population*: • First generation; • Economically disadvantaged; • Academically disadvantaged; • Ethnicity; • Delivery method; • Gender; • Overall. Currently, the IR Office and Developmental Education Committee will be developing a rubric and research methodology to process these findings over the next year. Early indicators suggest some variations of student success occurs across these at-risk populations, however, to what extent, if at all, statistical significance between these groups and the general student population has not been established. As a result, follow-up 5-year report should be able to share these findings and potential services, programs, or solutions developed to increase student success with these at-risk population for physical and life				

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Were there identifiable gaps in the data? Please explain.	*ANY GAPS ARE IDENTIFIED AT THE COURSE ASSESSMENT LEVEL AND NOT AT THE 5-YEAR DATA REVIEW LEVEL FOR THIS REPORTING CYCLE*
Academic Course Review Results	
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	1. 2024-25 – IR Office and Developmental Education Committee will produce research rubric and methodology to evaluate course level disaggregated data for at-risk populations against general population. 2. 2025-2026 – Findings will be shared across campus community and potential support groups required to address specific at-risk populations for statistical evidence indicating lower student success and retention findings for life and physical science courses. 3. 2026-2027 – Programs and action plans will be implemented for remediation to address identified statistical evidence for at-risk populations in targeted courses with lower student performance and success. 4. 2027-28 – Research and evaluation will be conducted to evaluate courses and at-risk populations to verify indicators of success with closing student success gaps between at-risk and general student populations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gaps with the general student population.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Evidence indicates for this specific course high student success rates, however, state and national community college groups should pursue this research this research should be coordinated by some state or federal research group/organization to coordinate correct and consistent data collection for comparative purposes. Actions and review will occur after analysis and research indicates statistical evidence for the need of remedial or alternative support services to assist at-risk populations for closing student success gap with the general student population.
Resources Needed	Resources and needs will only be identified after research findings and results with comparing at-risk and general student populations within life and physical science courses.
Responsibility Who is responsible for completing or implementing the modifications?	The MSD Department Chair with lead instructors will work with associated support teams, services, and groups that have been identified to close the student success gap in identified courses with lower student success with identified at-risk groups.

CROSS-DISCIPLINARY

-Developmental English Language Arts (Reading and Communication Skills)	
College Name:	Lake Land College
Fiscal Year in Review:	2019-2023
Review Summary	
Program Objectives What are the objectives or goals of the program?	To ensure students can retain college based writing instruction and reading comprehension on a college academic level.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Offering co-requisite writing courses, various course modalities including: online courses, face to face courses, as well as limited enrollment sections as needed.
How does this program contribute to other fields and the mission of the college?	Lake Land College offers developmental courses that align with the college's mission of creating and continuously improving a learning environment for the lifelong educational needs of the diverse communities we serve.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The College continues to offer developmental reading and writing courses as well as our highly successful co-requisite ENG courses. The Developmental Education Committee continues to provide oversight and continuous improvement by including educational stakeholders in the planning, implementation, and assessment of offerings.

Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	**Response**
1.1 Detail how the offerings are sufficient and aligned to meet the needs of students and supportive academic programs.	The College offers a variety of English and reading each semester. As enrollment and student demands change, additional courses are added. Additionally, courses are offered at various times and through a variety of modalities. The English co-requisite course offers enrollees additional support mechanisms. In addition, tutoring services are available.
Indicator 2: Cost Effectiveness	**Response**

2.1 What are the costs associated with this program?	Students pay for tuition. Additionally, some students enrolled in developmental reading classes are required to purchase or rent additional novels for reading comprehension skills. College costs are related to the cost of instruction and any technology used in the classroom.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays for developmental classes through state tax reimbursement, local property tax dollars, and the student tuition fee. Faculty was paid
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? If so, please elaborate.	Not applicable. Most costs are not offset by grant money.
2.4 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Lake Land College has brought costs to students down with the Co-requisite courses. Additionally, due to a Guided Pathways initiative, academic programs have (mostly)reduced the total ECH for completion.
2.5 Are there needs for additional resources? If so, what are they?	Textbooks are an ongoing resource that are regularly reviewed and replaced as necessary.
Indicator 3: Quality	**Response**
3.1 How is the college working with high schools to reduce developmental needs?	We continue correspondence with district high schools. Most recently we are looking at transitional English processes and opportunities to help prepare underperforming high school students. This work is largely led by a cooperative effort between the Humanities Division Chair and the Director of Dual Credit and Honors Experience. High school placement reports, Principal, Dean and Counselor Meetings, Superintendent Meetings are ongoing.
3.2 Are there any alternative delivery methods of this program? (online, flexible-scheduling, team-teaching, accelerated, etc.)?	Beyond a variety of modalities affording students ample access to courses, our ENG-119 co-Requisite offering has streamlined what was once a much more onerous and costly sequence for students.
3.3 What innovation has been implemented or brought to this program?	Our greatest innovation, again, has been the co-requisite offerings.
3.4 To what extent is the program integrated with other instructional programs and services?	We work extensively across academic divisions and with our student services personnel to generate offerings and schedules that serve students.

3.5 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The college continues to partner with area high schools to help prepare students for college. The goal is quality instruction, streamlined and integrated processes, and competent learners.
3.6 How well are completers of developmental courses doing in related college-level courses	About 82% of students who complete the corequisite development receive a C or better in their first subsequent college-level writing course.
3.7 What is the college doing to develop and implement co-requisite or pathway models to ensure students placing into development education finish the sequence within one academic year?	The college has developed and continues to offer co-requisite courses allowing successful students the ability to finish the sequence within one year. Whenever possible, the college expands co-requisite offerings to meet demand.
3.8 Provide a description of the developmental sequence. Colleges may attach a graphic representation.	Next-Gen Accuplacer placement test criteria: Reading 200-222 = RDG 007 223-231 = RDG 009 232-251=RDG 050 252-300 No developmental course required English 200-228 = ENG 005 229-249 ENG 007, ENG 119 250-300 = ENG 120
3.9 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Monthly Developmental Task Force meetings are attended by all developmental faculty, necessary Division Chairs, the Director of Institutional Research, and key support staff. Stakeholders also utilize professional development days to advance programming opportunities. Leadership has also worked with ASPIRE.

List any barriers encountered while implementing the program.

Crafting schedules that accommodate various modalities, meeting student needs, and staffing courses with ever tightening budgets can make implementation onerous.

Ever changing legislation, the blurring of areas of influence and responsibility across academic institutional levels have always made progress challenging and continue to do so.

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS

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

COURSE TITLE	ENG – 005 Foundations				
COURSE DESCRIPTION	This course enables students to upgrade writing skills through a concentration on grammar and sentence structure. Areas included are parts of speech, parts of sentence and punctuation.				
	2019	2020	2021	2022	2023
NUMBER OF STUDENTS ENROLLED	32	24	42	20	32
CREDIT HOURS PRODUCED	96	72	126	60	96
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	81	42	43	60	50

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS

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

COURSE TITLE	ENG-007 Composition Skills				
COURSE DESCRIPTION	Students will review the basics of spelling, grammar, and the components of the short essay. Students will, by the end of the term, produce thoroughly revised essays that are free of all major grammar and readability errors.				
	2019	2020	2021	2022	2023
NUMBER OF STUDENTS ENROLLED	274	86	86	56	38
CREDIT HOURS PRODUCED	822	258	258	168	114
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	53	56	47	36	42

DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS

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

COURSE TITLE	ENG-119				
COURSE DESCRIPTION	This course is designed for students who have assessed into developmental English. Students receive supplemental instruction for course completion, study the writing process by reading essays illustrating a variety of rhetorical strategies, analyzing texts, and writing, revising, and editing short essays.				
	2019	*2020*	2021	2022	2023
NUMBER OF STUDENTS ENROLLED	20	146	133	65	73

CREDIT HOURS PRODUCED	60	438	399	195	219
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	85	66	59	52	59
DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Developmental English Language Arts, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	RDG – 007 Fundamentals of Reading				
COURSE DESCRIPTION	Required of students who need additional preparation before enrolling in RDG 009 – Essentials of Reading. Emphasis is placed on basic reading skills including phonics, spelling, vocabulary, comprehension and critical reading. Placement determined by Assessment				
	2019	*2020*	*2021*	*2022*	*2023*
NUMBER OF STUDENTS ENROLLED	37	26	34	40	14
CREDIT HOURS PRODUCED	93	65	85	100	35
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	57	31	77	35	14
DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Developmental English Language Arts, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	RDG – 009 Essentials of Reading				
COURSE DESCRIPTION	Required of students who need additional preparation before enrolling in Reading and Study Skills (RDG050). Emphasis is placed on six competencies, a personal reading plan, and a computerized prescriptive reading program.				
	2019	*2020*	2021	2022	2023
NUMBER OF STUDENTS ENROLLED	160	80	81	61	80
CREDIT HOURS PRODUCED	400	200	203	153	200

Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	49	63	44	53	38

Data Analysis for English Language Arts

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

Course Title	RDG – 050 Reading Study Skills				
Course Description	This course is designed to improve Reading-Study skills with emphasis on comprehending college textbooks. It will include multiple context methods for improving college geared reading. This course does not apply toward an Associate degree.				
	2019	*2020*	2021	2022	2023
Number of Students Enrolled	422	379	391	306	258
Credit Hours Produced	1055	948	978	765	645
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	63	46	52	45	36

Data Analysis for English Language Arts

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

Course Title	RDG – 051 CTE Reading Study Skills				
Course Description	This course is designed to improve reading-study skills with emphasis on comprehending textbooks and contextualized course work. It will include multiple context methods for improving technical reading. This course does not apply toward an Associate degree.				
	2019	*2020*	2021	2022	2023
Number of Students Enrolled	8	-	-	-	-
Credit Hours Produced	20	-	-	-	-
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	-	-	-	-

Review Results

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The data shown in this report demonstrates that Developmental Education needs exist. If student success is central to our mission, and it is, continued Developmental Education is central to that mission.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	The Developmental Education Task Force will continue to hone the process, courses, co-requisites, and offerings to meet the needs of our students. We will meet regularly (monthly during the school year) to achieve the best possible Developmental Education pedagogy for student success.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We are meeting current objectives.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Lake Land College has implanted a DEI officer. The Development Education Task Force regularly discusses and addresses various equity challenges and strategies to create open and fair access to education.
Resources Needed	Continued financial support to pay for materials and (in the Fall of 2024) the formation of a search committee to replace our lead Developmental English/Reading Instructor who will be retiring in 2025.
Responsibility Who is responsible for completing or implementing the modifications?	The short answer is the Humanities Division Chair; however, it is more complicated than that. The Chair will work with campus stakeholders, in the spirit of Teamship – a core value at the College, to ensure a comprehensive and effective Developmental English Language Arts process.

STUDENT AND ACADEMIC SUPPORT SERVICES

Student and Academic Support Services

Address all fields in the template with an equity lens. If needed, you may provide a link to support your submission. Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying these data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

College Name:	Lake Land College
Academic Years Reviewed:	2019-2023
Review Area:	Financial Aid
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Jennifer Hedges – Director of Financial Aid Naomi Saxon – Financial Aid Loan Specialist
Mission How does the program/service contribute to the mission of the college?	The mission of the Financial Aid and Veteran Services office is to assist students in actively seeking college financial resources in the form of grants, scholarships, work-study, and student loans. (affordability, accessibility & caring)
Advancement of Equity How does the program/service help advance equity?	Financial Aid and Title IV funding primarily helps low-income students and students that are most at risk to not persist with a college education because of financial barriers. Funding goes to these students first, closing the divide between these students and those that can afford a college education.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Improve Student Communication Improve communication to our students using a student friendly text message system with the goal of increasing student completion of financial aid so financial resources can better be utilized by each student to assist in paying for their education Promote Cross Training Promote cross training among staff to better serve students and to improve office efficiency
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	These goals are being measured through Weave and evaluated yearly by the Financial Aid Director for completion and progress. Some goals, such as cross-training, does not have a specific end goal, and will continue to evolve as staff and needs change. Other goals, such as increasing student communication, can be measured by student completion of the FAFSA and requested verification documents.

Past Program Review Action What action was reported last time the program/service was reviewed? Were these actions completed? If not, what were the identified barriers to action?	2019 Action Steps: The Financial Aid Office will continue to innovate, improve processes, and expand outreach efforts to students. It will also continue to monitor student loan default rates and modify its default prevention plan as needed. The Action Steps identified in 2019 are without an 'end goal' therefore cannot be truly completed, however, multiple processes have been improved and automated during this time. With improved procedures, this has allowed more time among staff to focus on our outreach efforts. Currently we utilize several programs available to us to reach students in a proactive manor, rather than waiting for the students to reach out to us to finalize financial aid or fix potential issues. We have especially found success utilizing the Mongoose system for individual text messaging as well as broader financial aid alert text messages (notifying of deadlines, etc.). It is something we continue to monitor as the 'best' way to reach a student is ever changing as the student population ebbs and flows. Since the 2020 pandemic, our default rate has dropped tremendously to our most recent default rate (FY2020) of zero percent. This is due to a federal level payment pause on student loans and then the Fresh Start initiative that took all previous defaulted loans out of default status. We have seen an incredible response with the Fresh Start program, making many students eligible for aid that previously could not have attended without that aid. During this time, we have also been in communication with all loan borrowers through a yearly debt letter, notifying them of their current loan balances, amount due upon graduation, interest accrual, etc. This is something that we will continue yearly with all Lake Land students that have student loan debt.

Indicator: Need

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	This program has many federal mandated requirements that are much stricter than any school or board policy. Because of this, the Financial Aid office is required to meet standards set by the federal government which are ever changing. The office is notified of requirement updates through the Dept. of Ed., NASFAA (National Association of Student Financial Aid Administrators), and ISAC (Illinois Student Aid Commission). The office keeps an extensive Policy and Procedures manual that is reviewed yearly for completion and applicable updates. The office is also part of a yearly audit performed by a hired third-party to ensure we are meeting all federally mandated requirements. The Financial Aid Office was selected for an ISAC program review in 2023 which is another audit that ensures we are meeting all federal and state mandated requirements. Re-certification in order to keep offering title IV funds at Lake Land was also required for the office in 2024. This involves working directly with the Dept. of Ed. to ensure that we are meeting all federal requirements.
1.2 What is the ***need*** for this program/service and how does the institution determine ***need***?	In 2022-2023 the Financial Aid Office processed 3038 of the 3399 financial aid applications received (89%) and awarded over 8 million dollars in federal and state financial aid, 2.5 million in HEERF emergency relief, 1.2 million in Talented Student Awards, and over $600,000 in Foundation scholarships. We use these metrics and others to determine our effectiveness and the value of the Financial Aid department to our students and Lake Land College. Approximately 87% of our full-time degree or certificate seeking students receive some type of scholarship or financial aid according to the 2021-22 IPEDS data, thus indicating that the financial aid department is crucial.
1.3 If applicable, what is the student usage for this program/service?	In the 2022-23 academic year, our office processed financial aid for 3038 students, veterans' education benefits for 90 students, Talented Student Awards for 403 students and Foundation scholarships for 544 students.
1.4 How does the student usage compare to assessed need of the program/service?	Without the Financial Aid Office, many of our enrolled students would not be able to pay for their courses or continue their education.
Indicator: Cost	

2.1 What are the current expenditures of the department?	For FY24, our costs were budgeted at $647,061. This amount reflected an increase in the professional development/training budget as LLC has prioritized this and allotted additional resources in the current budget cycle. These costs include salaries and benefits of staff, office/outreach supplies, printing costs, professional membership dues, travel for outreach events, professional conferences/ training, and a scholarship luncheon.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Our departmental budget is funded by: state fund revenue, property taxes, tuition revenue and the Administrative Cost Allowance from campus-based funding.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	Staff in the Financial Aid Office are members of the National Association of Student Financial Aid Administrators, the Illinois Association of Student Financial Aid Administrators and the Midwest Association of Student Financial Aid Administrators. Staff regularly participate in professional development opportunities offered by these organizations, such as reading newsletters, attending conferences, participating in webinars and credentialing opportunities. Through our participation with these activities, we network with other schools to benchmark ourselves and determine best practices. Our top priority is always regulatory compliance and we strive to do this while serving students in the best and most efficient way possible.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Staff are selected and hired with a search committee comprising of representatives from the current Financial Aid office, HR, and from other campus offices that share similar roles and goals. All staff completes a yearly self-evaluation and an evaluation completed with their direct supervisor to discuss current and past goals, as well their current performance levels.
3.3 What, if any, innovations have been implemented within this program/service that other colleges may want to learn about? How have these innovations had an impact on student success?	N/A
3.4 What are the strengths of this program or service?	The current staff provide a shared 50+ years of financial aid experience. The staff meets regularly to share updates and knowledge with each other and works cohesively towards a shared mission of assisting students. Everyone on staff participates in professional development national or regional conferences every 1-2 years.

3.5 What are the challenges or weaknesses of the program/service?	The Financial Aid Office has some unique challenges to other Student Service departments. We are highly regulated by federal and state mandates and regulations, which are constantly changing. We are often left with no flexibility to use professional judgement in directing our programs. Managing all of these changes and revising processes accordingly can be very draining on FA staff. As an industry, the turn-over is growing exponentially. In addition, the constant changes can lead to a lot of confusion and frustration with our colleagues in other departments and for our students.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Lake Land College uses the Noel Levitz student satisfaction survey to determine strengths and challenges of each department. Within the financial aid office, we regularly utilize metrics such as financial aid completion for students, response rates using different communication methods, and number of students that meet Satisfactory Academic Progress, etc. In addition, we also hired an outside consultant in October 2023 to perform a Financial Aid Assessment to identify areas for improvement.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions? .	We continually monitor and evaluate the metrics listed in 3.6 and make adjustments and process improvements as necessary.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Disaggregated data is collected in various ways, both within the financial aid office and outside the FA office in Institutional Effectiveness. Examples of this data include: distinguishing between different types of financial aid received, PELL recipients versus non-recipients, part-time versus full time students, graduation rates within X number of years, etc.

3.9 Were there any identifiable equity gaps in the data? Please explain.	The Noel Levitz student satisfaction is not shared with us in a format that identifies equity gaps across our financial aid areas of "adequate financial aid is available for most students", "financial aid awards are announced to students in time to be helpful in college planning", and "financial aid counselors are helpful". However, we are presented this data as a whole and we are able to address these discrepancies with our entire student body population. The survey identified gaps in three areas of financial aid between how important a student felt the area was and how satisfied they were in that same area. Two of these areas the office has little control over, especially for the upcoming academic year. The 24-25 FAFSA release date was pushed back by 3 months which has pushed the entire financial aid awarding process back by several months as well. However, this is something that we are keeping at the forefront of our minds when it comes to scholarship awarding for the next academic year. These announcements intend to go out to students within 6 weeks of the scholarship application close date. The area we have most control over in our office is that FA counselors are helpful. This was our smallest gap of 0.34. This is significantly lower than the gap in 2018 of 0.69 indicating an improvement of our student's satisfaction in us.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	The Noel Levitz student satisfaction is not shared with us in a format that identifies equity gaps across our financial aid areas of "adequate financial aid is available for most students", "financial aid awards are announced to students in time to be helpful in college planning", and "financial aid counselors are helpful".
3.11 How does the program or service address inequities in instructional programs, if appropriate?	N/A

PRIOR REVIEW SUPPLEMENTAL INFORMATION

None to Report