

LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2026

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:	2021-2025
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
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CAREER AND TECHNICAL EDUCATION

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Diesel & Ag Power Technology	AAS.AGPWR and CRT.AGPWR	65	1.0205 AAS 1.0204 CRT	CRT>AGPWR
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Diesel & Ag Power Technology Program is designed to develop the technical competency and professional level of entry-level diesel power equipment technicians. Training students to diagnose, service and maintain multiple diesel industry products using recommended procedures, special tools and technical information. The program includes training on Diesel Engines, Hydraulics, Electrical, Power Trains, Air Conditioning and Precision Planting technologies earning an associate's degree in applied science. Students also have the opportunity to earn while they learn through on-the-job training while on internships in multiple Diesel Career opportunities, such as Ag Dealerships, Heavy Truck dealers, and the Industrial and consumer equipment industry. Students must purchase simple hand tools that are necessary for use in the program. 1. Graduates of Ag Power Technology will be capable of attaining successful employment. 2. 80 % Ag Power Technology graduates will be satisfied with the technical training they received at Lake Land College 3. Graduates from the Ag Power Technology Associate in Applied Science degree program will be able to: Perform necessary mathematical calculations to solve common problems related to agricultural mechanics. 4. Diagnose and repair electrical systems on agricultural equipment using a digital multi-meter and equipment service manuals. 5. Diagnose and repair transmissions and related power train components on agricultural equipment given the necessary tools and manuals. 6. Diagnose and repair hydraulic systems and components		

	on agricultural equipment given necessary tools and manuals. 7. Diagnose and repair gasoline and diesel engines and related components used on agricultural equipment with the necessary tools and manuals. 8. Diagnose and repair air conditioning systems used for agricultural equipment given the necessary tools and manuals. Program coordinator and instructors who teach for the program should discuss and generate this response. 9. Adjust, diagnose, and repair agricultural harvesting equipment given the necessary tools and manuals. 10. Diagnose, tune up, and repair small engines that power equipment used on agricultural and lawn and grounds care equipment given the necessary tools and manuals. 11. Diagnose problems of a diesel engine and determine if problem is fuel system related. Ag Power
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>	Per the Diesel & Ag Power Technology program coordinator a five-year average for achieving program objectives is 85+%. An annual assessment is conducted by the program coordinator and reported into the College's assessment software Weave/HelioCampus, the Lake Land College assessment management system Employment rates are surveyed at or near graduation from surveying students individually. Virtually all have been employed by their internship employers over the last 5 years. There are no exam/licensure rates.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The past Program Review recommendations from the Ag Advisory Council suggested focusing on integrating more Precision Agriculture and Diesel Truck information into the curriculum. With the earlier Precision additions to the College planter provided introduction, maintenance and diagnostics of precision equipment into the Planting & Tillage class as well as the Basic Precision class (AGR-151). Donation of the failed CDL truck, the donations of selected truck components and a Cummins Engine Trainer afforded opportunities to train on HD Diesel Trucks. The Agriculture Division continues to review delivery methods course content and course offerings to better suit the diverse needs of our students and community.

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.	Ryan Orrick the Division Chair and Anthony Reinhart the Diesel & Ag Power Technology Program Coordinator, as well as Dr. Lynn Breer, Director of Institutional Research (DIR)
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	With the establishment of the Kubota Tech Certifications, it brought on (2) new Advisory council members directly related to Kubota Dealerships to advise on that aspect of the program. As well, (2) new members relating to HD Trucks were added to advise on Commercial Truck Repair. Contact with these individuals is maintained multiple times throughout the year as they also represent employers of student internships (SOE's). Institutional Research: Lynn Breer provides information and analytics of programs and trends
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.	Yes, no new findings or revisions are noted at this time.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The recommendation from the Ag advisory council is for students to maintain the current program requirement rigor to be competitive in their career. As a reduction of 3 credit hours in a good faith effort to align with the 60 hours for a degree goal was implemented in 2021. As a result, students enrolled in this program will complete a total of 65 hours.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Lightcast data from 2025 list 492 jobs in a 14 county area from our district for Bus & Truck Diesel mechanics not including the Agriculture sector. There were 64 job postings in Just Effingham and Coles Counties alone. The College's district is considered a hotspot for this kind of job. They also project a 10% larger increase than the national average in job openings from 2022 to 2030. The IDES labor market employment projections for

	2022-2032 also shows smaller but similar data where Bus/Truck/Diesel Engine Mechanics, Farm Equipment Mechanics and Mobil Heavy Equipment mechanics increase by a small percentage while Automotive mechanics shrinking somewhat. As the Program Coordinator, I also monitor multiple sources of career news and supporters looking to partners and help fund career education. Many of them have been jumping in and offering scholarships, recruiting, funding, training aids and OEM educational Data to help alleviate the technician shortage. As of recently David Macholz Founder, President & CEO of Automotive Industries Credentials released an article stating that We don't have a technician shortage. We have a technician career crisis.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Long term projections as stated above in 1.1 just in a (2) county area within Lake Land College district, Lightcast predicts a 10% larger increase than the national average of jobs available for Diesel Technicians. At the time when the COVID outbreak hit, demand for diesel techs in the area increased to the point that students experienced pay increases close to \$5.00/hour as the pay leveled between Agriculture and Heavy Truck Repair Technicians.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	For the satisfaction of this Review the College uses the Lightcast report or ONETonline.for national and state labor market. ONET link: https://www.onetonline.org/ Another resource is IDES. IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html The Institutional Research Analyst has utilized the data annually with the annual PIE reports.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The Agriculture Department Host several venues to explore and educate students on the lucrative career path for Diesel & Ag Power Technology here is a sample of those different initiatives: • National FFA Convention • Illinois FFA Convention • Missouri FFA Convention • Lake Land Open House • Lake Land Career Day • 8th Grade Career Day • Laker Visit Days • Section 19 LTS • Star Conference • Illinois Fam Bureau Youth Conference

	• Ford - Iroquois Career Fair • World Pork Expo • Illinois Beef Expo Skillathon • Illinois State Fair • Sponsor for Illinois Master Showmanship Contest • Members of Ambassador Team • Hosted 8 District and Section CDE's • Facebook Page • Farm Progress Show
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	As new needs/changes are identified, a conversation with the appropriate Vice President takes place before proceeding. Once the need/change is approved, I proceed to the curriculum committee with the needed changes. Program needs and/or changes are examined in the following manner: • The program coordinator makes note of any performance gaps in program assessment data or other sources of evaluation. • The program coordinator discusses the area of concern with all faculty members who teach in the identified area. • The program coordinator discusses the issue with the division chair and suggests a solution to the problem. • After division chair approval, the program change is submitted to the Lake Land College Curriculum Committee for discussion and approval. • After committee approval, the vice president for academic services will approve the change(s), complete the needed paperwork, and submit the proposal to the Illinois Community College Board for their evaluation and approval.
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.	Due to the low enrollment of this program, several actions are taking place to help improve and enrich this program. Specifically in the areas of recruitment and marketing. More targeted recruitment efforts are being made to Dual Credit students. As well, more recruitment efforts for the diesel transportation side is being implemented. The state has a couple of programs to help fund tuition, tools, transportation cost and any other expenses required to complete the degree. Two more corporate sponsored certification programs have been accessed both Agriculture and Heavy Truck hoping to attract more students as well as support education and local business partners. Another local Agriculture

	employer has also come onboard to recruit and fund students in the program.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.1 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). - Revenue Analysis - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	Institutional costs for this program include faculty salary and benefits, equipment, space, tools, and general classroom supplies. The College covers program costs through: - Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc. - The Diesel & Ag Power Technology Program is a higher cost program with less return than other programs in the Ag Division, but very similar to the cost of the JD Tech Program. - The number of students in the program typically run between 8 to 12 per one instructor. - The college has a normal operational budget each year. Perkins funding along with other grant resources are solicited each year to supplement needs of the program for equipment and supplies. - Tools costs for students include a tuition and fees estimated \$5000 per year as well as tools and toolbox \$4000 and uniforms \$100. - Course section fill rates (annual Enrollment) range from 11 to 20
2.2 What are the findings of the cost-effectiveness analysis?	PIE retention results have always been either at 100% or no less than 86% only once in the past 5 years. Enrollment is an ongoing focus for the program. While it has remained in an acceptable range (15 to 20 students) for the past several years, more students

	would make the program more fiscally stable. Recruitment activities of Ag Open House and off Campus initiatives to influence interest. Most recent added sponsors and a truck certificate is being explored to increase interest in the program.																								
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.	Costs are not offset by grant funding.																								
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	The total cost of this program for students in terms of tuition and fees is approximately \$11,135 for tuition, fees, course fees, and books. This is based on 65 credit hours for the AAS degree. These costs are comparable to tuition and fee costs at other community colleges in Illinois. The table below illustrates that Lake Lands tuition and fee costs are lower than surrounding community colleges. According to the Lightcast report from 2025, the average compensation for earnings in the College’s district is \$55,267. <table><tr><th colspan="3">Tuition and Fees for 30 Credit Hours by Fiscal Year</th></tr><tr><th>College</th><th>FY24 Tuition and Fees</th><th>FY25 Tuition and Fees</th></tr><tr><td>Lake Land College</td><td>\$4,280</td><td>\$4,415</td></tr><tr><td>Richland</td><td>\$4,590</td><td>\$4,620</td></tr><tr><td>Kaskaskia</td><td>\$4,800</td><td>\$4,800</td></tr><tr><td>Parkland</td><td>\$5,355</td><td>\$5,355</td></tr><tr><td>Danville</td><td>\$5,400</td><td>\$5,550</td></tr><tr><td>Illinois Eastern</td><td>\$4,260</td><td>\$5,130</td></tr></table> Financial aid provided to students is really helpful. Retention is good. Credit hour accumulation is good. Also, ability to work at least half a day with way schedule is set up. May be good and bad with that. For the past 3 years several students have been able to secure funds through C.E.F.S. grant funds as well as other scholarships. The biggest issue here is that it attracts and funds students with the least capabilities of fulfilling their career goals while the best capable students cannot qualify and some may not even apply to the program due to lack of any support and available jobs. Perkins, FASFA completion, scholarships as well as	Tuition and Fees for 30 Credit Hours by Fiscal Year			College	FY24 Tuition and Fees	FY25 Tuition and Fees	Lake Land College	\$4,280	\$4,415	Richland	\$4,590	\$4,620	Kaskaskia	\$4,800	\$4,800	Parkland	\$5,355	\$5,355	Danville	\$5,400	\$5,550	Illinois Eastern	\$4,260	\$5,130
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	emergency funding. Foodbank is available.
2.5 How will the college increase the cost- effectiveness of this program?	Continued efforts locating outside scholarships and employer assistance through the internships. Also have managed to direct outside corporate scholarship money to the Lake Land Foundation Scholarships to the program, thus helping the underserved students.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No Most of the efforts have been done through the cooperation of the resources discovered from the outside work of the program coordinator.
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 face-to-face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes heavily rely on shop time for learning purposes. The only program course offered online is AGR-046 Intro to Ag Occupations. In FY2025, 100% of students taking this course online successfully passed and completed the course. The only other types of courses offered online for this program would be the general education (i.e., English, math, social science, etc.) requirements needed for their AAS degree. Several Online Gen Ed's allowed students to have more available time to work, yet their grades did suffer. Not all students can handle and or prefer online classes. For example: The course persistence percentages for online versus traditional format showed the following results (from Diesel & Ag Power Students 2025 data) POS-160 online = 66.6% were successful.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Instructional materials are vastly the same as in the past, yet new material has supplemented the existing from the multiple lab trainers purchased with grant funding. Such as the hydraulic trainer and the CAN-Bus trainer. Most of the new materials are printed here as handouts in the lab. Students are generally referred to support services (i.e., LEAP, tutoring, counseling, financial assistance, etc.) during their initial registration in the Fall. This is also suggested to all students when they start their first fall class.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. If yes, describe any strengths or challenge to program of study implementation.	Currently it is a program of study and is in the process of development and review to be aligned with Perkins V expectations.
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 Diesel & Ag Power Technology degree is a career pathway program. Annually, an Ag advisory council meeting is conducted to ensure content and opportunities being delivered are relevant and align with industry needs. The DACUM process is used to plan for high school partnerships and opportunities along with industry needs. The college does recognize Adult Education and does provide a pathway to multiple career education opportunities. The college recognizes and accepts qualified Dual Credit and other College credits. 1. Career pathways: a. Dual credit opportunities are offered at all 31 in-district high schools. Opportunities may vary by high school based on the availability of qualified instructors. However, Lake Land offers opportunities for students to attend dual credit offering on the college's main campus as well as the Effingham Technology Center. 2. Support services: Lake Land offers a number of wrap- around services for our students: including

	but not limited to tutoring, academic counseling, mental health counseling, career services, financial aid services, TRiO support services, food bank, and referral to community services. 3. Career services offer students assistance with resume development and information related to job opportunities in the community.
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?	Many of the changes made have either been suggested by the Advisory board or lessons learned from the Program Coordinators past experiences in the real-world life career. Examples include the ability to demonstrate multiple Hydraulic systems with the new Hydraulic Simulation equipment. This also allows for diagnostics as well. A new approach to teaching and learning economic methods to diagnostics in the small engines class that carry over to Overhaul Class. The CAN-Buss trainer brings diagnostic training to the Controller communications network of current equipment of today.
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?	All 31 public school districts and three additional private high schools offer dual credit opportunities. AGR-083-23682 Small Engines Marshall AGR-083-42843 Small Engines Okaw Valley
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 serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in an AAS degree will complete twenty-eight weeks of on-the-job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that make up our division. Companies are invited to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network with Agriculture based companies such as John Deere, The Equity, CNH and JX Truck. Many times, these internship experiences lead to full time employment. At the very least, they serve as an educational tool and help build a resume for the students.

	The SOE works extremely well as most students gain full time employment upon completion of their program. The only thing that might improve this would be more student enrollment.
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).	Not applicable
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	There are multiple certifications available to students while they are studying in the program. They may complete any or all from basic Kubota certifications, CNHI Top Tech Certifications and now the latest addition Kenworth Essentials (Basic tech certifications)
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.	Not applicable
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	A formal agreement with Southern Illinois University Carbondale and Murry State University are in place.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	There has been one new advisory council member since the addition of Kenworth Essentials as well as adding CIT Trucks as the corporate sponsor. This also brings multiple locations of internships and employment as well.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The addition of Kenworth Essentials brings reinforcement to many class educational training exercises.

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	All of the outside corporate sponsors allow instructor training as well as students. One professional development day in fall and 2 in spring. For full time – please refer to the contract. For adjuncts: Adjunct staff development is voluntary but highly encouraged to attend three, half day sessions per academic year. There are assessment software and learning management system training sessions provided throughout the academic year. Faculty can attend conferences and free webinars anytime throughout the year with approval and resources when needed.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have opportunities to receive training in the areas of diversity, equity, inclusion, and belongingness at college staff development days (spring and fall semesters), state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	Simulation equipment and Kubota sponsored equipment that has been purchased. Other similar simulator equipment is being considered as grant funding is explored. The College has multiple up to date computer labs across campus. Virtual Machines are available for students so they can access software and work anywhere on campus and at home.
3.18 What assessment methods are used to ensure student success?	Courses are assessed annually or each semester. Programs are assessed once a year. Helio Campus 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?	An annual report on the finding results is shared with faculty and discussed for improvements at divisional meetings.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and	Would like to get Kenworth certifications rolling in the spring 2026. Two companies have asked for basic certification. C&HI case new holland and top tech opened to any technical org of student choice. Offering to allow basic certs while at Lake Land. Bare basic certifications. pick which Kenworth might match what's being taught in class.

students learning?)	
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Overall, program students are satisfied with their Lake Land College experience. They (90%) are very satisfied with the content and skills taught during their work-based learning opportunities. 100% are satisfied/very satisfied with their content and skills taught in their lectures and labs. Student Satisfaction is collected annually from core program courses that the majority of students take in their final semester before completing the program. The survey is collected electronically using SurveyMonkey. Results are compiled and shared with program coordinators and division chairs.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Annually a formal meeting is conducted in January to give program updates. Also, a discussion opportunity for employers and partners to voice concern or new opportunities that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	During student visits to employers while students are on internships, employers are also interviewed as an informal Q & A to cover many topics related to training.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employer data from the performance review surveys show a very high satisfaction rate of Lake Land College graduating sophomores, usually in the 90% range. The employer satisfaction results are collected at the time of Student Evaluation Results.
3.25 What are the program's strengths?	Financial aid provided to students is very helpful. Retention is good. Credit hour accumulation is good. Also, ability to work at least half a day with way schedule is set up. May be good and bad with that.
3.26 What are the identified or potential weaknesses of the program?	Recruitment is the tough one with 40,000 job openings for diesel techs and the industry is only producing 8000 to 11000 techs a year. This is not only a Lake Land College issue but the Career field as well.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	Not only recruitment but any and all methods of building a positive influence to the career path is a must.																			
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.																				
Enrollment continues to be a focus for the Diesel and Ag Power Program. Additional recruitment efforts and intentional marketing is showing a favorable direction in enrollment. Getting into high schools and talking one on one with sophomores and juniors.																				
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	Diesel & Ag Power Technology																			
CIP Code	1.0205																			
	Year 1	Year 2	Year 3	Year 4	Year 5															
Number of Students Enrolled	11	15	20	17	18															
Number of Completers	4	9	12	5	10															
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.	On an annual basis the division chair, program coordinator, and Director of Institutional Research review student metrics related to the program. These metrics include some disaggregated data for enrollment, retention, and completion. <table border="1" data-bbox="591 1646 1295 1879"> <tr> <td></td> <td>Enrolled =</td> <td></td> </tr> <tr> <td></td> <td>% Enrolled Fall 2025</td> <td>% Retained to Following Fall</td> </tr> <tr> <td>Demographic</td> <td></td> <td></td> </tr> <tr> <td>Full Time</td> <td>94</td> <td></td> </tr> <tr> <td>Part Time</td> <td>6</td> <td></td> </tr> </table>						Enrolled =			% Enrolled Fall 2025	% Retained to Following Fall	Demographic			Full Time	94		Part Time	6	
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Demographic																				
Full Time	94																			
Part Time	6																			

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Male	100	85	
	Female			
	White	93	85	
	Other Race	6	100	
	Employed Full Time	19	92	
	Employed Part Time	75	92	
	Economic Disadvantaged	56	100	
	First Generation	25	100	
How does the data support the program goals? Elaborate.	The Pie report data is a bit confusing when students bridge over into an extra semester to graduate and part-time students take longer to finish. Other students from different areas of study taking select classes also add a twist to the data. The data shows that Diesel & Ag Power Technology is an important field of study for students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or transfer to Southern Illinois University to complete a higher degree.			
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The Diesel and Ag Power program does not closely mirror the college or community demographics. Gender 16.6% Female & 83.4% Male (2025) In the past year (2025) was the only one of the five years that saw a female student. There have been a few international students in years prior to 2021.			
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.	Continued and intentional efforts in recruiting a diverse student base and bringing awareness to the career opportunities as a Diesel Technician.			
Are the students served in this program representative of the total student population? Please explain.	The program has close to a 100% male population and would not parallel the demographic of the student population. This tends to be a career that only attracts the male population especially in this area.			
Are the students served in this program representative of the district population? Please explain.	Data from the Pie report would signify that nearly all students are male but the percentage of disadvantaged or low-income students have tended to rise as shown in the report where the last year was a 50% split. Current district population averages of the most recent census data available: on average, the College's district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois.			
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 Diesel & Ag Power program is an important major for students wanting to enter the Diesel mechanical industry. This has been verified in many ways as the industry is now calling the shortage a Crisis. Emphasis on target recruitment and branding will be implemented to improve these areas.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Disseminate word about basic certification and open to diversity of education opportunities in the program. Using college ambassadors. Awareness of program. Getting out into high schools for recruitment.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The College has recently hired a full-time recruiter that in its first year did bring in a much larger number of interested students. Continued working with the recruiting and promotion to high school advisors Parents and students.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college has many available opportunities to address literacy, and as the Program Coordinator for the program, I have spent many extra hours after class to help those in need. There have been many instances where the program has had several high need students that required extra time that will continue to be provided. All students must first have a desire before there is any success. I am just the facilitator.
Resources Needed	Budget money to travel and effectively recruit prospective students into the Diesel & Ag Power career. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives. One of the largest barriers is the size and layout of the lab which currently accommodates the low enrollment but tends to discourage some students that have a larger corporate image in mind. (i.e. for-profit schools such as the WyoTech Program)
Responsibility Who is responsible for completing or implementing the modifications?	Ryan Orrick; Agriculture Division Chair and Anthony “Woody” Reinhart; Diesel & Ag Power Technology Program Coordinator

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
John Deere Tech	AAS	65	1.0205	none
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The John Deere Tech Program at Lake Land College is designed to prepare highly skilled, dealership-ready technicians through a combination of classroom instruction, hands-on training, and real-world industry experience. Overarching Objectives / Program Learning Outcomes Graduates of the program will be able to: 1. Diagnose, service, and repair John Deere equipment using manufacturer-specific diagnostic tools such as Service ADVISOR™. 2. Apply technical knowledge across multiple systems, including: ○ Diesel engines ○ Electrical systems ○ Hydraulic systems ○ Powertrains and transmissions 3. Perform live diagnostics and troubleshooting on modern agricultural and turf equipment using current John Deere technology. 4. Integrate mechanical, electrical, and hydraulic systems knowledge in a multidisciplinary approach to equipment repair. 5. Demonstrate professional workplace skills, including safety practices, communication, and dealership service standards. 6. Transition effectively into dealership employment, supported by sponsorship, internships, and industry partnerships.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How		Fall-to-Spring Retention • 2024FA to 2025SP: 94.2% • 2023FA to 2024SP: 84.5%		

do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>	• 2022FA to 2023SP: 92.7% • 2021FA to 2022SP: 89.7% • 2020FA to 2020SP: 90.2% Retention rates consistently range between 89–95% This demonstrates: • Students are academically prepared • Dealer sponsorship provides stability and motivation • The curriculum aligns with student expectations and career goals
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Emphasis was put on recruitment into the program and also effort in improving retention, persistence and completion. Steps have been taken such as: • Increased recruiting and events such as farm shows and dealership events • Increased communication with sponsoring dealerships
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.	Russell Neu, Scott Harley, Brent Curry, and Ryan Orrick were engaged in this process. All are instructors in the JD Tech program or Agriculture Division Chair
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 as well as dealership partners. The advisory council provides necessary input to keep the program relevant and forces communication between the college and employers.
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.	Yes. Faculty will continue to monitor student performance in first-semester courses to determine if future prerequisite adjustments are needed.

Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Additional classes are by recommendation of the JD Tech Advisory Council.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Labor market demand for the program is strong at both the local and broader regional levels, based on 2025 Lightcast data for Farm Equipment Mechanics and Service Technicians (49-3041) and Bus and Truck Mechanics and Diesel Engine Specialists (49-3031) 2025 EMSI Occupation Overview Regional Employment Demand Across the 14 Illinois counties (including Effingham, Coles, Christian, Douglas, and Shelby Counties), there are: 492 jobs in 2025, compared to a national average of 248 jobs for a region of similar size 2025 EMSI Occupation Overview - Projected growth to 532 jobs by 2035, representing 8.3% growth, which is more than double the comparable national growth rate of 3.6% 2025 EMSI Occupation Overview This indicates the region is a hotspot for installation, maintenance, and repair occupations, with employment levels significantly above national averages for similarly sized labor markets. The highest concentration of jobs is found in: - Effingham County (96 jobs) - Coles County (73 jobs) - Christian County (65 jobs) - Douglas County (47 jobs) - Shelby County (40 jobs) 2025 EMSI Occupation Overview These data demonstrate strong localized demand within the college's primary service area. Job Openings and Employer Demand Labor market demand is further evidenced by active hiring: 73 annual openings (2023 average) across the region 2025 EMSI Occupation Overview 52 unique job postings (Jan–Aug 2025) from 14 employers competing for talent 2025 EMSI Occupation Overview - Average of 7 job postings per month, exceeding the national average of 5 postings for a region this size

	2025 EMSI Occupation Overview Major regional employers actively recruiting include Love’s, TravelCenters of America, Birkey’s Farm Store, Penske, and Rush Enterprises 2025 EMSI Occupation Overview , reflecting sustained private-sector demand. Supply vs. Demand Gap Regional educational supply does not fully meet workforce demand: - Only 32 program completions (2023) from regional institutions 2025 EMSI Occupation Overview - Compared to 73 annual job openings, this suggests a significant workforce gap. This gap indicates that employer demand exceeds the current output of trained graduates, supporting the need for continued or expanded program capacity. Wage and Industry Context - Regional median wage: \$55,267, slightly below the national median of \$59,468 2025 EMSI Occupation Overview - Nearly 49.2% of jobs are concentrated in the Machinery, Equipment, and Supplies Merchant Wholesalers industry 2025 EMSI Occupation Overview , reinforcing alignment with agricultural and diesel service sectors prominent in the region.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Employment Growth (2019–2024) - Steady increase in employment levels: Over the last five years, the number of jobs in the region for relevant occupations has <i>grown moderately</i> — indicating sustained employer demand rather than decline or volatility. - This growth reflects broader trends where automotive repair, diesel technology, and maintenance services are increasingly needed due to: - Aging equipment and vehicles. - Continued reliance on service vehicles and agricultural machinery. - Retirements in the existing workforce creating replacement demand. Trend: Employers have been hiring consistently, with annual job postings and openings remaining above typical regional levels — not spiking dramatically but showing <i>stable, persistent demand</i>. Outlook for the Next Five Years (2026–2030) Projected Employment Growth

	• Growth is expected to continue through 2030, with the regional labor market showing: ◦ A projected increase in total employment for related technician and mechanic roles. ◦ A growth rate that <i>exceeds the national average</i> for similar occupations. • The projected expansion is driven by: ◦ Continued retirements among older workers. ◦ Growth in logistics, transportation, and agriculture sectors. ◦ Ongoing need for maintenance and repair in commercial and industrial settings. Annual Openings • Regional employers are projected to sustain a consistent number of job openings each year, driven by both: ◦ New jobs (expansion) ◦ Replacement demand (workers leaving or retiring) Supply vs. Demand Gap Persists • Despite steady hiring needs, the number of graduates from relevant postsecondary programs remains <i>lower than annual job openings</i>, suggesting employers may struggle to fill positions without trained graduates.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Labor Market Information (LMI) Sources Utilized The program utilizes multiple reputable labor market information (LMI) sources to ensure data accuracy, regional relevance, and alignment with workforce needs. Primary sources include: 1. Lightcast (formerly EMSI) Analyst Lightcast Q3 2025 data were used to analyze: • Regional employment levels • Five- and ten-year projections • Annual openings • Job posting activity • Employer demand • Wage data • Supply vs. demand comparisons Lightcast integrates data from the U.S. Census Bureau, Bureau of Labor Statistics (BLS), Bureau of Economic Analysis, and real-time job postings, providing both historical and projected workforce trends. 2. U.S. Bureau of Labor Statistics (BLS) Used for: • National occupational outlook data • Wage comparisons • Employment growth projections • Industry trends 3. Illinois Department of Employment Security (IDES) Used for: • State and regional employment projections • County-level workforce trends

	• Industry growth data 4. Local Workforce Development Boards Regional workforce boards provide: • Employer advisory input • Sector partnership feedback • Identification of high-demand occupations 5. Employer Advisory Committees Program advisory committees consisting of local employers provide: • Direct insight into hiring needs • Skills gap identification • Validation of labor market data findings Frequency of LMI Review Labor market information is reviewed on a structured and ongoing basis: • Annually during program review and planning processes • During curriculum revisions to ensure alignment with emerging workforce skills • Prior to grant submissions or major program modifications • During advisory committee meetings, typically held at least once per year Additionally, job posting data and employer feedback are informally monitored throughout the year to identify shifts in hiring demand.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The program ensures a sufficient enrollment pipeline through direct engagement with regional John Deere dealerships and targeted recruitment strategies. Program faculty actively visit and communicate with dealership partners to promote program awareness and identify prospective students from dealer service areas. During FY 2024–2025, the program met with representatives from Truland and GreenMark to discuss enrollment needs and workforce demand, with additional meetings planned with Sloan to further expand recruitment efforts. In addition, the program is increasing its use of social media beginning Spring 2026 to improve visibility and reach potential students who may not be captured through traditional recruitment channels.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program needs and/or changes are examined in the following manner: • The program coordinator makes note of any performance gaps in program assessment data or other sources of evaluation. • The program coordinator discusses the area of concern with all faculty members who teach in the identified area. • The program coordinator discusses the issue with the division chair and suggests a solution to the problem. • After division chair approval, the program change is

	submitted to the Lake Land College Curriculum Committee for discussion and approval. • After committee approval, the vice president for academic services will approve the change(s), complete the needed paperwork, and submit the proposal to the Illinois Community College Board for their evaluation and approval.
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. The review of program need resulted in expanded dealership outreach efforts, increased use of virtual meetings to overcome geographic barriers, and planned enhancements to recruitment through social media. The program also began evaluating course scheduling flexibility to assess demand for non-traditional class times in order to better align with student and employer needs.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.3 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Direct Program Costs • Faculty and staff salaries (instructors, lab technicians, support personnel) • Instructional supplies and consumables • Lab and shop equipment maintenance • Industry-specific tools and technology • Safety compliance and certifications • Program-specific support services (advising, recruitment) Indirect/Overhead Costs • Building space allocation • Utilities (electricity, gas, water for labs) • Administrative support Funding sources include a combination of: Tuition and Fees • Student tuition revenue for enrolled credit hours • Program-specific mandatory fees (e.g., lab, technology, certification fees) • Differential fees for high-cost courses Grants and External Funding • Perkins/Veterans grants • Workforce development grants • Business and industry partnerships • Equipment donations or matching funds Institutional Support

	• Operating budget allocations • Capital funds for major equipment purchase • PIE FT and PT credit hour accumulation															
2.3 What are the findings of the cost-effectiveness analysis?	The program generates revenue through: • Tuition earned from student enrollment in CTE courses • Lab and technology fees applied based on course requirements • Grants that offset instructional or equipment costs Enrollment trends over the past five years have remained stable, ranging from 42 to 75 students annually. Course sections typically operate at or near capacity due to cohort scheduling, resulting in efficient use of instructional resources. Combined with strong job placement outcomes and relatively low program costs compared to graduate earnings, the program demonstrates strong cost effectiveness.															
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.	NA															
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	The total cost of the program is around \$11,000 which includes all tuition and fees and fixed book fees for the few books students have to purchase. This is comparable to other similar programs across the college. Compared to surrounding colleges, Lake Land has lower tuition and fees making this program comparable to similar programs at neighboring colleges.															
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)	<table><tr><th colspan="3">Tuition and Fees for 30 Credit Hours by Fiscal Year</th></tr><tr><th>College</th><th>FY24 Tuition and Fees</th><th>FY25 Tuition and Fees</th></tr><tr><td>Lake Land College</td><td>\$4,280</td><td>\$4,415</td></tr><tr><td>Richland</td><td>\$4,590</td><td>\$4,620</td></tr><tr><td>Kaskaskia</td><td>\$4,800</td><td>\$4,800</td></tr></table>	Tuition and Fees for 30 Credit Hours by Fiscal Year			College	FY24 Tuition and Fees	FY25 Tuition and Fees	Lake Land College	\$4,280	\$4,415	Richland	\$4,590	\$4,620	Kaskaskia	\$4,800	\$4,800
Tuition and Fees for 30 Credit Hours by Fiscal Year																
College	FY24 Tuition and Fees	FY25 Tuition and Fees														
Lake Land College	\$4,280	\$4,415														
Richland	\$4,590	\$4,620														
Kaskaskia	\$4,800	\$4,800														

	Parkland	\$5,355	\$5,355
	Danville	\$5,400	\$5,550
	Illinois Eastern	\$4,260	\$5,130
	The regional median wage for related occupations (diesel and equipment technicians) is approximately \$55,267 annually (Lightcast Q3 2025 data). When compared to: • Program cost (FY25): \$4,415 • Median annual wage: \$55,267 The total tuition and fee cost represents less than 8% of one year's median earnings, indicating a strong return on investment for students entering the field.		
2.5 How will the college increase the cost- effectiveness of this program?	Various class materials have been combined and are printed through the college's print shop. This reduces daily printing needs and also provides student resources in a more organized manner.		
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Yes. As a result of the cost-effectiveness review, the program implemented targeted enrollment strategies to maintain enrollment levels above capacity and began evaluating alternative scheduling options to improve efficiency without increasing overall program costs.		
Indicator 3: Quality	Response		
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The program is delivered primarily through face-to-face instruction with embedded hands-on learning. Course persistence and student success are monitored through PIE reports and course-level assessment data. As part of ongoing quality improvement, the program evaluated student performance data in JDA-073 to identify barriers to successful course completion. Analysis showed that 13.5% of students did not successfully complete the course, prompting instructional and policy adjustments to support student success		
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program ensures quality instruction through industry-aligned curriculum, qualified faculty, and ongoing assessment of student learning outcomes. Curriculum is regularly reviewed with input from the program's advisory committee to ensure alignment with current employer needs, industry standards, and emerging technologies. Instruction is hands-on and contextualized, with students learning on industry-standard equipment in lab environments that mirror real workplace settings. Safety		

	practices, technical competencies, and employability skills such as communication and professionalism are embedded throughout coursework. Faculty maintain relevant industry experience and participate in professional development to stay current in the field. Student learning is assessed through performance-based evaluations, lab demonstrations, and competency-based measures to ensure graduates are workforce-ready. The program also fosters an inclusive and supportive learning environment. Faculty use varied instructional methods to address different learning styles and connect students with academic and support services when needed. Completion and retention data are reviewed to identify and address potential equity gaps. Through advisory input, assessment review, and continuous improvement processes, the program ensures instruction remains high quality, relevant, and responsive to the diverse student population it serves.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. If yes, describe any strengths or challenge to program of study implementation.	Yes, this program is part of a Program of Study (POS) as defined by Perkins V and approved by the Illinois Community College Board (ICCB). The program aligns with the Perkins V definition by providing a structured sequence of secondary-to-postsecondary academic and Career and Technical Education (CTE) coursework that leads to an industry-recognized credential, certificate, or degree. The program supports clear pathways from high school CTE coursework into postsecondary training, allowing students to transition seamlessly into advanced technical instruction and ultimately into employment within the field. Strengths of Program of Study Implementation • Clear Career Pathway: Students can progress from secondary coursework to postsecondary certificates or degrees with stackable credentials. • Strong Workforce Alignment: Curriculum is aligned with industry standards and validated through advisory committee input. • Hands-On Technical Training: Applied lab-based instruction strengthens skill development and workforce readiness. • Credential Attainment: Students have opportunities to earn industry-recognized certifications. • Labor Market Demand: Regional employment data supports continued demand for program graduates. Challenges to Implementation • Alignment and Communication with Secondary Partners:

	Maintaining consistent curriculum alignment across multiple high schools requires ongoing collaboration. • Student Awareness: Ensuring students understand pathway options and credential opportunities requires continuous outreach. • Equipment and Technology Costs: Maintaining up-to-date industry-standard equipment requires ongoing investment. • Enrollment Variability: Fluctuations in enrollment may impact scheduling and cohort consistency.
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, this program meets the definition of a career pathway program. It provides a structured sequence of workforce-aligned coursework that leads to industry-recognized credentials and employment in high-demand occupations. 1. Structured Education and Training Sequence The program offers stackable certificates and degree options with clearly sequenced coursework. Improvement: Continue clarifying pathway maps and stackable credential options. 2. Labor Market Alignment Curriculum is aligned with regional workforce demand and informed by advisory committee input. Improvement: Strengthen employer partnerships for internships and hiring pipelines. 3. Secondary to Postsecondary Transition (Dual Credit) Dual credit opportunities support early entry into the pathway. Improvement: Expand outreach to increase participation. 4. Adult Education / Integrated Education and Training Adult learners are supported through Ability-to-Benefit options and referrals from adult education programs. Improvement: Explore expanded IET models. 5. Prior Learning Assessment (PLA) PLA options allow experienced students to earn credit toward completion. Improvement: Increase student awareness of PLA opportunities. 6. Support Services Students have access to advising, financial aid, WIOA funding, scholarships, tutoring, and emergency assistance. Improvement: Strengthen early referral to support services. 7. Career Services Career services provide resume assistance, interview preparation, and employer connections. Improvement: Increase on-campus employer engagement opportunities.

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 program has implemented several practices that contribute to instructional quality and student success: 1. Hands-On, Industry-Standard Training Students train using industry-relevant equipment in lab environments designed to mirror real workplace settings, increasing job readiness upon graduation. 2. Strong Employer Engagement An active advisory committee provides direct input on curriculum, equipment needs, and workforce trends, ensuring alignment with regional demand. 3. Embedded Safety and Industry Certifications Safety standards and certification preparation are integrated into coursework, allowing students to graduate workforce-ready with recognized credentials. 4. Contextualized, Applied Learning Technical instruction integrates employability skills such as communication, documentation, and problem-solving within lab activities. 5. Multiple Student Support Pathways The program connects students to WIOA funding, scholarships, emergency assistance, and advising services to reduce barriers and improve completion. 6. Stackable Credential Options Certificates and degree pathways are structured to allow students to enter the workforce quickly while maintaining options for continued advancement.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	A small percentage of students enter the program having taken dual credit classes. The most common examples are SPE-111, English, or math class that can be substituted for TEC-048 which is the math class normally taken by students in the program.

3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Work-Based Learning Opportunities Integrated into the Program • Internships and cooperative work experiences with local employers • Apprenticeship or employer-sponsored training opportunities (when available) • Industry guest speakers and employer site visits • Hands-on lab instruction that simulates real-world workplace environments These experiences expose students to current industry practices, employer expectations, and professional standards. How These Opportunities Improve Program Quality • Strengthen alignment between classroom instruction and workforce needs • Provide real-world application of technical skills • Improve student confidence and job readiness • Increase employer engagement and hiring pipelines • Enhance placement outcomes after graduation Work-based learning ensures students graduate with both technical competency and practical experience. Opportunities for Improvement • Expand the number of formal internship or apprenticeship partnerships • Increase structured job shadowing opportunities • Develop more clearly defined employer feedback loops to inform curriculum updates • Track student participation and employment outcomes more systematically
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Industry accreditation is not required for this program. While the program does not hold mandatory programmatic accreditation from a specific accrediting body, it maintains strong industry alignment. The curriculum prepares students for industry-recognized certifications and employment in high-demand technical fields. The program also supports students in accessing training opportunities through John Deere University, which provides manufacturer-specific training resources and professional development pathways. This partnership strengthens industry relevance and enhances employment opportunities for graduates. The college continues to evaluate voluntary credential alignment and industry partnerships to ensure the program remains competitive and responsive to employer needs.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	John Deere University MACS

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, 3 SOE opportunities
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?	Industry Partnerships - The program maintains partnerships with regional employers who provide input through the advisory committee and support internships or employment pathways. - Students may access manufacturer-supported training resources through John Deere University, strengthening alignment with industry expectations. Workforce Development Collaboration - The program works with local workforce agencies to connect eligible students to WIOA funding and employment services.
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?	Since the previous review cycle, the program has strengthened partnerships with: - Regional employers who actively serve on the advisory committee and provide hiring pipelines, equipment insight, and curriculum feedback. - Workforce agencies that assist students with WIOA funding and employment services. - Industry-supported training connections through John Deere University, enhancing manufacturer-aligned skill development. These partnerships improve curriculum relevance, expand work-based learning opportunities, and strengthen employment outcomes
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Not applicable

3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	One professional development day in fall and 2 in spring. For full time – please refer to the contract. For adjuncts: Adjunct staff development is voluntary but highly encouraged to attend three, half day sessions per academic year. There are assessment software and learning management system training sessions provided throughout the academic year. Faculty can attend conferences and free webinars anytime throughout the year with approval and resources when needed.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have opportunities to receive training in the areas of diversity, equity, inclusion, and belongingness at college staff development days (spring and fall semesters), state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	Multiple up to date computer labs across campus. VMs for students so can access software and work anywhere on campus and at home. The program has secured a variety of technology in the form of precision farming equipment, a new seed meter test stand, virtual tractor, updated air conditioning service tools, and updated electrical meters.
3.18 What assessment methods are used to ensure student success?	Student success is assessed through course-level evaluations, exam performance, assignment completion, and annual program assessment using HelioCampus. Course persistence, retention, and completion metrics are reviewed annually through PIE reports. In JDA-073, test score analysis was used to identify students at risk of non-completion. This assessment informed targeted instructional interventions and changes to course policies
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results are shared in multiple ways. • PIE (Program Improvement and Enrichment) • John Deere Tech Advisory Council – sponsoring John Deere dealerships contribute and provide feedback • John Deere Tech Newsletter – this newsletter is emailed to dealerships across the Midwest that are current and previous sponsors of students in the program • Assessment Data – the college continues to collect data to ensure high quality of class instruction
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	Based on assessment findings, the program implemented several instructional improvements in JDA-073, including increased communication regarding assignment due dates and clearer expectations for student participation. A syllabus policy was added indicating that students will be dropped after five or more missing assignments. This revision allows faculty to focus additional support on students who are actively engaged but struggling with course material, improving overall course

program and students learning?)	persistence and learning outcomes.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	1. Employment in Field of Study 100% (8/8) of respondents are currently working in a job related to their major. This indicates strong alignment between the program and job placement. 2. Perceived Preparedness 87.5% (7/8) of students agree or strongly agree that they feel prepared for the workforce in their field. 62.5% “Strongly Agree” 25% “Agree” - Only 12.5% neither agree nor disagree. This shows most students feel well-prepared for employment. 3. Satisfaction with Learning Lectures and Labs 75% are satisfied or very satisfied with content and skills taught in both lectures and labs. 25% are neutral. Work-Based Learning 87.5% satisfied or very satisfied. 12.5% neutral. Materials and Equipment 87.5% agree or strongly agree that equipment/materials were up to date. Time to Complete Degree 100% agree or strongly agree they were able to complete their degree in the planned time. 4. Overall Satisfaction 62.5% satisfied or very satisfied with their experience at LLC. 37.5% neutral. 5. Areas for Improvement Students suggested: - More hands-on learning - More relevance to real-world workplace issues Overall, students report high satisfaction with their preparation for employment: all graduates are employed in their field, nearly 90% feel prepared for work, and the majority are satisfied with lectures, labs, and work-based learning experiences. Improvements could focus on increasing practical, real-world applications and hands-on experiences to further boost

	preparedness. Student Satisfaction is collected annually from core program courses that the majority of students take in their final semester before completing the program. The survey is collected electronically using SurveyMonkey. Results are compiled and shared with program coordinators and division chairs.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The John Deere Tech Advisory Council plays a crucial role in maintaining and improving the quality of the program by providing industry-relevant guidance, expertise, and feedback. The advisory council is comprised of employers and professionals who review course content, skills taught, and emerging technologies. Advisory council members provide input on learning objectives and lab exercises to help ensure students are workplace ready. Engagement can be improved by continuing communication with students' sponsoring dealerships.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are engaged with the program thru the advisory council and also monthly meetings and phone calls. Employers provide 20 weeks of work-based learning.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers have shown that they are satisfied with the program's graduates by attendance and comments at the John Deere Tech advisory council meeting. They continue to emphasize diagnostics as well as the theory of all of John Deere systems. This information is collected by SOE evaluations completed by students' supervisors.
3.25 What are the program's strengths?	The program maintains strong retention and course persistence by developing a cohort of students each year, all of whom have established connections with dealerships and bring relevant work experience to their training.
3.26 What are the identified or potential weaknesses of the program?	First-semester courses, including Shop Skills, Electrical I, and Hydraulics, consistently present the greatest challenges for students, with persistence in these foundational classes historically lower than in other program courses.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes. The review of program quality resulted in instructional and policy modifications aimed at improving retention and course persistence. These actions include earlier identification of struggling students, enhanced communication strategies, and revised syllabus policies to support student accountability and success.

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

An additional barrier would be the ability to offer sections in different modality such as online or hybrid. The amount of hands-on time in the in-person meetings of all JD Tech classes would be very difficult to recreate in an online setting. Student retention is another ongoing challenge.

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	John Deere Tech																																								
CIP Code	1.0205																																								
	Year 1	Year 2	Year 3	Year 4	Year 5																																				
Number of Students Enrolled	44	42	75	61	53																																				
Number of Completers	19	15	16	20	26																																				
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	PIE REPORT: Disaggregated data provided for enrollment, retention, and completion and reviewed annually. <table border="1"> <tr> <td></td> <td>Enrolled =57</td> <td></td> <td>26 completers</td> </tr> <tr> <td>Demographic</td> <td>Enrolled</td> <td>% Retained to Following Fall</td> <td>% Completed</td> </tr> <tr> <td>Full Time</td> <td>49</td> <td></td> <td></td> </tr> <tr> <td>Part Time</td> <td>4</td> <td></td> <td></td> </tr> <tr> <td>Male</td> <td>52</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Female</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>White</td> <td>54</td> <td></td> <td>100%</td> </tr> <tr> <td>Hispanic</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>Black</td> <td></td> <td></td> <td></td> </tr> </table>						Enrolled =57		26 completers	Demographic	Enrolled	% Retained to Following Fall	% Completed	Full Time	49			Part Time	4			Male	52	90%	100%	Female	1			White	54		100%	Hispanic	1			Black			
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status & race, etc.)	Other	2		
	Employed	57	90%	
	Economic Disadvantaged	18	77%	36%
	Academic Disadvantaged	20		
	First Generation	31	84%	38%
	Non-Traditional Age	0		
	Traditional Age	57		
How does the data support the program goals? Elaborate.	Program data supports key goals by demonstrating strong employment outcomes, technical competency, and student retention. Graduate employment rates show students are successfully placed in John Deere dealerships, confirming workforce readiness. Course persistence data in foundational classes like electrical and hydraulics reflects growing technical proficiency. Retention and cohort tracking demonstrate program stability and effectiveness. When concerns arise, faculty review trends, consult the advisory council, adjust curriculum, and implement targeted student support strategies to ensure continuous improvement and alignment with industry needs.			
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The John Deere Tech program does not closely mirror the college or community demographics as students are 98.25% male and 1.75% female. Students are 94.75% white, 1.75% Hispanic, and 3.51% Asian.			
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college continues recruiting efforts and encourages use of departments such as counseling, tutoring, and TRIO.			
Are the students served in this program representative of the total student population? Please explain.	Yes, they are similar to the college student population.			
Are the students served in this program representative of the district population? Please explain.	Yes, they are similar to the college’s district population.			
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.	Program data indicates the John Deere Tech program is meeting its core objectives of preparing dealership-ready technicians and supporting workforce demand. Retention rates remain consistently high (approximately 89–95%), and student employment outcomes demonstrate strong alignment with industry needs, with graduates successfully obtaining employment in related fields. Labor market analysis confirms sustained demand for equipment and diesel technicians across the region. While the program demonstrates strong performance overall, minor improvements would further strengthen recruitment, address equity gaps in program demographics, and improve persistence in foundational first-semester courses.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	• Expand outreach to additional John Deere dealerships and high school agriculture programs. • Increase program visibility through social media and recruitment events. Timeline: Begin Spring 2026 and continue annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	• Continue monitoring course persistence in courses such as Shop Skills, Electrical I, and Hydraulics. • Implement early intervention strategies for students struggling in these courses.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	• Increase outreach to high school career and technical education programs to encourage broader participation. • Highlight career opportunities in diesel and equipment technology to underrepresented populations through recruitment materials and campus events. • Continue connecting students with support services such as tutoring, counseling, and TRIO to promote student success.
Resources Needed	• Continued support for industry-standard equipment and technology upgrades. • Recruitment resources including promotional materials and outreach activities. • Faculty professional development opportunities to remain current with evolving John Deere technologies.

Responsibility Who is responsible for completing or implementing the modifications?	• Program Faculty (John Deere Tech Instructors) – curriculum improvements, student support, and employer engagement. • Agriculture Division Chair – oversight of program planning and resource allocation. • Advisory Council Members – providing industry feedback and guidance on workforce needs.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Technology	AAS CRT	63 for AAS CRT.AT1= 24 CRT.AT2=30 NDP.BAUT=10.5	46.0604	CRT.AT1 CRT.AT2 NDP.BAUT
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Repair Skills: Demonstrate technical proficiency in diagnosing, servicing and repairing automotive systems. Knowledge Skills: Apply the knowledge, skills and professional behaviors expected by employers Communication Strategies: Communicate effectively and professionally within the automotive workplace using appropriate verbal, non-verbal and written communication strategies. Diagnostic Tools : Use modern diagnostic tools to check and fix mechanical, electrical, hydraulic and pneumatic car systems ASE: Explain the requirements and processes for achieving ASE (Automotive Service Excellence)		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		These were just updated and we are just starting to get data for fall 2025 semester. We have linked these assignments on Canvas to report in Helio campus for better tracking. Once we receive this data, it will be reported to our advisory committee and to other campus bodies. We will use this data to keep our students up to date with employers' needs.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Major changes have been made to the program over the past five years. These changes include: Tech 2 day schedule to allow students to work while enrolled in the program; This resulted in a reduction in credit hours for most classes, and the building of three new lab classes. In addition, the program was converted into a year 1 and a year 2 certificate and a high school dual credit/adult		

	education certificate. The impact of these changes have had a direct and significant impact on student enrollment in the program.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Brian Madlem (DC) provided general direction, and Kevin Miller (PC) was involved in the review. Lynn Breer (DIR) assisted in developing PIE reports.
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 advisory council's purpose is to review the programs and curriculum and provide recommendations for needed changes. This is based on a report to members given by the program coordinator during the annual meeting, as well as on members' interactions with recent alumni.
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.	AAS-AUTO is 63 hours. ASE Education Foundation accreditation requires 1200 hours of classroom and lab/shop instructional activities. We have a goal of achieving ASE accreditation in the future and the hours align with the MST (Master) ASE level and the extra hours are needed for that requirement.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and	According to Lightcast data, automotive technician demand in the College's district is estimating an increase in demand of around 13% over the next 10 years. According to the US bureau of Labor Statistics, automotive service

regional labor market information.	technicians and mechanics is projected to grow 4% between 2024 and 2034.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Over the past five years, automotive technicians has been a growing field in the College's district. Growth in this industry was estimated at an 13% increase for engine repairs and 10% increase for automotive technologies. Over the next five years, these estimates remain the same according to Lightcast data.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast data and ONET link: https://www.onetonline.org/ Labor market information is reviewed at a minimum every five years.
1.4 How does the institution/program ensure that there is a sufficient "pipeline" or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Advertisement is done on social media (Facebook, Instagram,...) as well as working with high school counselors to offer a high school student-based exploratory program consisting NDP.BAUT certification for dual credit students. The college also distributes a magazine to addresses in the district, and it has articles about the automotive program
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program needs and/or changes are examined in the following manner: • The program coordinator makes note of any performance gaps in program assessment data or other sources of evaluation. • The program coordinator discusses the area of concern with all faculty members who teach in the identified area. • The program coordinator discusses the issue with the division chair and suggests a solution to the problem. • After division chair approval, the program change is submitted to the Lake Land College Curriculum Committee for discussion and approval. • After committee approval, the vice president for academic services will approve the change(s), complete the needed paperwork, and submit the proposal to the Illinois Community College Board for their evaluation and approval.
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	Over the past 5 years, the Automotive program has revamped its courses and schedule to allow students to be on campus only 2 days a week. Mondays and Wednesdays for beginning students and Tuesdays and Thursdays for advanced students. This was a process of reviewing the materials and proposing them to the cabinet members, the faculty, and employers. The results of this have increased enrollment and made apprenticeships available to fit the

offerings)? Please explain.	needs of all parties.
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 • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program costs for student are reviewed annually by the program coordinator and division chair and the VP of Academic Services. The cost to the institution is reviewed during the annual budgeting process and includes faculty salaries and benefits, adjunct salary and benefits along equipment and supply costs. In addition, costs reviewed include maintaining current certifications for faculty. The cost for automotive is comparable to other CTE programs at the college. The college covers cost of the program through: • Tuition, course fees, state reimbursement, equalization, property taxes. Perkins funding is requested for additional program needs as recommended by the advisory council members.
2.4 What are the findings of the cost-effectiveness analysis?	The growth in enrollment over the past several years has helped stabilized the funding for the program.
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)	The total cost of the program for the AAS degree ranges between \$10,000 and \$11,000. And for the 30 hour certificate program the cost is around \$5,000. Lake Land’s tuition and fees are lower than our surrounding community colleges making this program very affordable. See chart below.																								
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)	<table><tr><th colspan="3">Tuition and Fees for 30 Credit Hours by Fiscal Year</th></tr><tr><th>College</th><th>FY24 Tuition and Fees</th><th>FY25 Tuition and Fees</th></tr><tr><td>Lake Land College</td><td>\$4,280</td><td>\$4,415</td></tr><tr><td>Richland</td><td>\$4,590</td><td>\$4,620</td></tr><tr><td>Kaskaskia</td><td>\$4,800</td><td>\$4,800</td></tr><tr><td>Parkland</td><td>\$5,355</td><td>\$5,355</td></tr><tr><td>Danville</td><td>\$5,400</td><td>\$5,550</td></tr><tr><td>Illinois Eastern</td><td>\$4,260</td><td>\$5,130</td></tr></table>	Tuition and Fees for 30 Credit Hours by Fiscal Year			College	FY24 Tuition and Fees	FY25 Tuition and Fees	Lake Land College	\$4,280	\$4,415	Richland	\$4,590	\$4,620	Kaskaskia	\$4,800	\$4,800	Parkland	\$5,355	\$5,355	Danville	\$5,400	\$5,550	Illinois Eastern	\$4,260	\$5,130
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At the national level the median salary for automotive technicians is around \$50,000 and for local technicians the average salary is around \$46,000.																									
The college helps offset student costs through scholarships, financial aid, emergency funding, Perkin, and additional support services.																									
The college also offers apprenticeship programs for students. Currently, one student has an apprenticeship and one student has completed the program through an apprenticeship starting in high school with dual credit and completing the 2 year AAS degree.																									
2.5 How will the college increase the cost- effectiveness of this program?	Through the budget process and fees requested for students at registration.																								
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?	During COVID, the program discovered that automotive students were not as successful using online modalities. Currently, all courses are offered face-to-face. On average, approximately 75% of students are completing their coursework with a C or better.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	We have the Program coordinator review the instructional materials with the other instructors and decide which materials we should be using. We also get to know students and can refer them to all the supportive programs (i.e., tutoring, food bank, mental health, financial aid, Perkins, etc.) on campus if needed.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. If yes, describe any strengths or challenge to program of study implementation.	Yes. Keeping vehicles up to date and the costs of those vehicles are always a challenge. Technology changes yearly on vehicles and varies per the manufacturer, so keeping things updated is very challenging.
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	Yes. The program has connections to both dual credit and adult education through the NDP.BAUT program. In addition, AAS students can take some general education courses as dual credit students if their high school offers the class. In addition, the College does provide college instructors who will teach dual credit classes in high school. Lake Land offers a number of wrap-around services for our students: including but not limited to tutoring, academic counseling, mental health counseling, career services, financial aid services, TRiO support services, food bank, and referral to community services. Career services offers students assistance with resume development and information related to job opportunities in the community.

the career pathway elements.	
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Going to a 2-day class schedule has really helped the program's success. This allows students to work most of the week and use the entire days for classes when in class.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	The NCP.BAUT certificate is available as dual enrollment and dual credit, using the courses Basic Auto I and Basic Auto II as credit for the Introduction to vehicle maintenance, which is a required course for the Automotive programs. Dual enrollment is offered on campus with a Lake Land College instructor, where dual credit is also offered at Marshall and Okaw Valley Technology Center, using their own instructors.
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?	Apprenticeships, when we redid the program, were structured around the opportunity for students to pursue apprenticeships. Automotive labs class can be done on campus or remotely at an approved location. In doing this, we eliminated the need for an SOE and adopted a more ASEP(Automotive Service Education Program)-like program structure.
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. But the college plans to pursue accreditation through the ASE Education Foundation. During the restructure, this was still the consideration to build around for the future.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Student ASE testing is embedded in the program.

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes
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.	We use Student ASE testing, which allows students multiple attempts, and we see a 95% pass rate on all 8 categories. We also use SP2 certification, for which we see 100% passing of those who have completed the training.
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?	Not at this time
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Not applicable
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Over the past five years, one faculty member has attended an EV bootcamp as well as NC3 training for SnapOn certification. ICAIA conference attendance by program faculty.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have opportunities to receive training in the areas of diversity, equity, inclusion, and belonging at college staff development days (spring and fall semesters), state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	The College has multiple up to date computer labs across campus. Virtual Machines for students which allows students access to software needed for courses. As a result, student can work anywhere on campus and at home. The program needs more modern vehicles.

3.18 What assessment methods are used to ensure student success?	Courses are assessed annually or each semester. Programs are assessed once a year. HelioCampus 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?	Through the PIE reporting.
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?)	We have to look at retention and how we are going to keep students focused on classes (electrical and brakes), and how to make the job sheets better for students to understand. We are looking into other ways to present tasks, so the students can associate them with real-world scenarios. We would like to look at offering trade-specific general education courses that focus on specific skills required for a job taught by the respective division (i.e., humanities, math). Look at APT-041 to see what can do to increase student success.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Overall, 95% of students are satisfied with program content, skills taught, and labs. In addition, 94% felt prepared for the workforce in their final program semester. Student Satisfaction is collected annually from core program courses that the majority of students take in their final semester before completing the program. The survey is collected electronically using SurveyMonkey. Results are compiled and shared with program coordinators and division chairs.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Starting in the fall of 2025, we have the advisory committee review all course outlines and course outcomes to ensure we align with industry needs. We need to update who is on the advisory boards, so that we cover more of the general needs of the district.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	This is mainly done through the advisory board; however, we have brought groups together to involve them in the changes to the program before moving to the 2-day model.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Since we have moved away from the SOE survey, we need to implement a new way to survey employers. We have several on our advisory board who provide input on the curriculum and course outcomes. We are trying to get surveys into the Automotive Labs classes, to help with this as well.				
3.25 What are the program's strengths?	Enrollment. 2-day tech really works for students.				
3.26 What are the identified or potential weaknesses of the program?	course persistence for freshmen classes as well as successful completion of electrical classes are potential weaknesses. The program has moved to mods (8 week classes) for all first-semester courses. Students aren't handing in job sheets or doing homework. Starting fall 26, NC3 certification five will be offered. 2 of the 5 components will be electrical, which might help with electric courses. The program will offer courses related to EV go-carts separate from NC3. This approach should qualify for ASE level 1 EV test. Hopefully, this will improve the successful completion of electrical courses. retention between fall and spring could be higher. Think switch to mod classes may have an impact on that.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Acquire more modern vehicles. Integrate EV curriculum into programs Integrate more diesel technology into the curriculum.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Challenges include finding and training instructors and limited budgets for the NC3 and EV offerings as well as updating vehicles for training.					
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.AUTO, CRT.AT1, CRT.AT2, NDP.BAUT				
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5

Number of Students Enrolled	26	31	40	42	49																																																
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How does the data support the program goals? Elaborate.	Examining the data annually with both the program coordinator and division chair allows instructors to identify potential areas where students struggle. For example, examining course persistence and successful completion (receiving a C or better) helps instructors determine courses where students struggle the most and provides opportunities to examine those courses in more detail and make changes.																																																				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	While the program has enrolled several women over the past few years, men continue to be the predominant enrollees. While there are few enrollees that are minorities, the percent of minorities enrolled in the program reflect the percent of minorities in our district.																																																				

What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The College is currently undergoing a new strategic plan process and one of the key focuses is student success. As the plan develops strategies linked to student success, the program will integrate relevant strategies for addressing gaps and success.
Are the students served in this program representative of the total student population? Please explain.	Yes, they are with the exception of gender.
Are the students served in this program representative of the district population? Please explain.	Yes they are with the exception of gender. Current district population averages of the most recent census data available: on average, the College's district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois.
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.	After the changes that have occurred over the last 5 years, this program has seen some areas that need attention, so we are in the process of replacing retiring instructors and listening to the new ideas from the new people that are taking over this program.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We have gone to CRT.AT1 and CRT.AT2 and dropped CRT.AUTO and still offer AAS. Added some new equipment. Offering some EV at the high school level and will be offering NC3 at ETC for noncredit right now.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Overall, the program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The College is currently undergoing a new strategic plan process and one of the key focuses is student success and gaps. As the plan develops strategies linked to student success, the program will integrate relevant strategies for addressing gaps and success.

Resources Needed	Division Chair and program coordinator will identify resources as they are needed and work to include these resources in the program budget or have discussions about the program needs with the Vice President of Academic Services if the need is outside of the program budget restraints.
Responsibility Who is responsible for completing or implementing the modifications?	DC and the new program coordinator, replacing retiring faculty.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Early Childhood and Education	AAS.ECE	60 Total Program Hours	19.0709	NCP – Nanny Care Provider
The stackable credentials that most of the degree seekers are attempting to obtain is Gateways Level 4, some students do stack Nanny Care Provider or Paraprofessional. Several students have conveyed to me they are taking courses to become director qualified without obtaining a degree.				
Program Objectives		The Early Childhood Care and Education program provides the academic background and practical experience necessary to operate private, home day care and teach or direct in childcare facilities. Additional employment opportunities include Head Start program, childcare facilities and paraprofessional teacher's aide in primary grades. The program is suited to individuals who enjoy working and teaching young children and to those having a caring and patient personality. Graduates of the program should be able to become head teachers in childcare centers, however some go on to be paraprofessionals in school districts.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The measuring tool and exiting survey results have stated students feel prepared for the workforce and most obtain jobs prior to even graduating. The practicum placements have helped several students obtain gainful employment at their practicum site. Several students come into this program already employed and continue doing their practicum hours at their work site. Passing exam/licensure rates has been at a high percentage.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Five years ago the program looked differently. The ECACE scholarship helped many former students return to the program through debt elimination. Programmatic changes occurred as well as modalities changed (due to covid) and hyflex learning is allowing many students to persist and graduate. The hybrid learning environment allows students to work and be a student. Education that fits their life is what we are aiming for.		

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 – Charlie Jarrell Program Coordinator and ECE Instructor – Tanille Ulm Director of Institutional Research & Reporting. Lynn Breer
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: Melissa Coleman (EIU CCR&R), Kim Davis(LLC Education Coordinator, Rochelle French (Director of ECDC) Business partners or associates: Angie Gordon Hunt (Birth to Five Regional Council Leader, LIFT of Central Illinois (Lori Ghery and Katrina Farris) The advisory council members discuss pertinent issues or share information about local childcare topics. Two of the three also serve on Eastern Illinois Advisory committee. I also serve on LIFT advisory committee and Early Childhood Professionals of Effingham. We generally meet via zoom, however I've attended several in person meetings as well. I contact them twice per year: spring and fall They contact us for potential employees, provide internships/apprenticeships/SOEs, etc?
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are prerequisites, corequisites, or placement test scores for these courses. Many of the students take a remedial reading course to improve their abilities.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	Lake Land College took the recommendations of ICCB, Bryan Burrell, and Charlie Jarrell to reduce the hours from 64 Credit hours to 60 hours.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	A Lightcast report & ONETonline has stated that there are 5,500 projected job openings for directors and director qualified teachers in the state of IL and local labor markets projected to grow at 10%. There are 555,100 employees in the preschool teaching field and more than that as daycare providers with a

	projected 65,500 projected job openings in Illinois. The job outlook is favorable. - 90,200 employees as directors currently in IL. ONET link IDES link: “LWIA Occupation Projections” Individuals working with children 600,045 in Illinois Lake Land LWIA23 – numbers were confirmed. 16,055 registered apprentices- high percentage are in childcare.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Projections – were around 10 percent. The job outlook is better due to baby boomers retiring and the need for more teachers. Past 5 years more scholarships have been awarded bringing more individuals to this field of study.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast report had numbers from 2010 – present and consistently shows at 10 percent with over 500,000 employees in this field and projected job openings at over 65,000 in the state of Illinois LWIA Occupational Projects 2018-2028 Data came from ICCB reporting template The LMI data is reviewed by plugging in the numbers not only for educators, but admin/ directors and including special education with slightly lower numbers 29,300 employees (2024) and slower than average growth of 1 to 2% and projected job openings of 2,100 in 2024-2034 in Illinois. We’ve only had two individuals go into special education as a bachelor degree here at Lake Land College since 2017. Teaching assistants: Employment(2024) 1,422,800 employees Projected growth(2024-2034)- Decline (-1% or lower) Projected job openings(2024-2034) 170,400
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?)	I get into high schools and local daycare centers heavily in the fall. We host a career day both in the fall and spring that I have always presented at. Fall it is in Matton on our campus and spring it is called Kluthe Days, but will be held at our new ETC building. My sessions are always packed and I generally speak to 95-120 high school students each semester. Our higher education navigators: Melissa Coleman and Ashley Baldrige also visit local childcare centers to recruit the incumbent workforce and encourage many students to go back to college. Although apprehensive about returning many do now due to hyflex learning option. We recruit and market our program at the following events every

	year: • Day of the Young Child put on by ILAEYC at the Cross County mall where 500 children attend, but I have been able to distribute flyers and obtain students through this effort. • Kids Korner in June at Tuscan Hills Winery- although geared towards providing games, crafts, snacks for children we also have been able to acquire interest in the program of a few moms that were attending. • Candy Canes on the Corner – Broadway Ave. activity we do with Birth to Five Council • We host our own recruitment events at ELEVATE in Mattoon (and other locations) along side the Navigators • I also lead community summer learning sessions, get involved with St Johns Lutheran children’s visit to campus, 8th Grade Career Day in the fieldhouse, and Laker Visit Days • The Mattoon Chamber of Commerce invites me to all of their events and as much as I can I try to attend those with flyers in hand. Lately I can only make the after hour mingles and ribbon cuttings that I get invited to. • I’m invited by high schools to speak to students and I always go – it has to be at times when I don’t teach.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	• As the program coordinator I meet for PIES to discuss positive action plans towards performance gaps and program assessment data. Numbers do not lie, so we focus on my ongoing goals of • Lynn goes over the results of the survey and we focus on the strengths and weaknesses of this program and discuss a plan moving forward with goal setting toward retention and completion. Recruitment is ongoing and a major effort. •As the program coordinator I also discuss issues with the division chair and we come up with a solution to the problem. Currently the problem seems to be finding placements for practicum hours for students who are not already employed at childcare facilities. We are working with the Education Specialist to work through this problem. • Lake Land College Curriculum Committee approved some program changes of elimination of one course with the addition of another Sociology course. We always work with the committee towards positive changes to cut down on the paper trail of course substitutions and cut confusion amongst our students. • After committee approval, the vice president for academic services approved the change, completed the needed paperwork, and turned in the the proposal to the Illinois Community College Board for their evaluation and approval.

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.	Over the past 5 years, the strength of the program has been through the addition of different modalities and the use of hyflex learning to fit the needs of our current student. The addition of evening courses in Effingham has helped several students who work during the day, but still want that in person / traditional class. We are also working at identifying our local partnerships and making connections. Several students volunteer with different organizations with their events, which also helps them earn practicum hours such as Fit-2-Serve. YMCA, and SACIS. Many hours were spend contacting former students and through several conversations we were able to get many of them to return. Covid through a wrench in everything, but we are bouncing back. Cold calls are my favorite because I can often ease their minds when I tell them most of these course can be taken online or through hyflex. We were able to eliminate debt from MANY student's accounts and several returned because of this wonderful opportunity. We thought more would take advantage of the ECACE scholarship, however many did. The only other recruitment effort I would like to expand upon is always being visible at our new ETC whenever the opportunity arises.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.6 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution 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 • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) • We have Perkins for our program. Work study program that I've utilized 3 times since 2017, there aren't too many students that take advantage of this opportunity. • The ECE program is similar in costs to many of the programs on campus, as well as other community colleges. Very comparable to Heartland Community College and Parkland. • 21(63.64%) in 2025 as full time 12 part time 36.36% • Students are starting to look closely at ECE even though they are enrolled in 1 and 2 year programs of Paraprofessional. We have had 2 students decide to pursue a degree in ECE as well. • 1 faculty member to 22 students in 2026 We work with DC and PC toward Perkins requests and I work directly with financial aid department toward work study program.

	Question 1 from PIE annual notes may also help. • Annual Enrollment Report: 20-25, but hope to increase to 30-40 enrollees in fall 2026 • PIE and Persistence Reports: We generally have 5 to 6 graduates every spring.																								
2.5 What are the findings of the cost-effectiveness analysis?	D/C and P/C has stated that the college does have the student enrollment and retention needed to support the cost of the program, however with the Illinois Teacher Shortage Crisis we need to increase our enrollment and recruitment strategies are in place.																								
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.	This is usually not applicable to most CTE programs on campus.																								
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	The total cost for the program is around \$9,000 for the two year degree. This cost is comparable to other similar programs at the college given the standard cost of tuition and fees. In addition, compared to neighboring community colleges, Lake Land's tuition and fee costs are lower overall. <table><tr><th colspan="3">Tuition and Fees for 30 Credit Hours by Fiscal Year</th></tr><tr><th>College</th><th>FY24 Tuition and Fees</th><th>FY25 Tuition and Fees</th></tr><tr><td>Lake Land College</td><td>\$4,280</td><td>\$4,415</td></tr><tr><td>Richland</td><td>\$4,590</td><td>\$4,620</td></tr><tr><td>Kaskaskia</td><td>\$4,800</td><td>\$4,800</td></tr><tr><td>Parkland</td><td>\$5,355</td><td>\$5,355</td></tr><tr><td>Danville</td><td>\$5,400</td><td>\$5,550</td></tr><tr><td>Illinois Eastern</td><td>\$4,260</td><td>\$5,130</td></tr></table>	Tuition and Fees for 30 Credit Hours by Fiscal Year			College	FY24 Tuition and Fees	FY25 Tuition and Fees	Lake Land College	\$4,280	\$4,415	Richland	\$4,590	\$4,620	Kaskaskia	\$4,800	\$4,800	Parkland	\$5,355	\$5,355	Danville	\$5,400	\$5,550	Illinois Eastern	\$4,260	\$5,130
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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)	Our ECE students demographics: 8 are receiving Pell and 7 MAP or other state grants 1 is using tuition waivers and three students are using CEFS / WIOA Program in 2026. 4 took out a student loan. 2 are scholarship recipients.																								

	It is comparable to other fields. Students generally enter their workplace with not a lot of debt accumulated since we are ½ the cost. We keep it affordable for student success. Perkins, FASFA completion, scholarships as well as emergency funding. Foodbank is available. We get the representatives of these programs early and often to offer information.
2.5 How will the college increase the cost- effectiveness of this program?	Look at continuing the student activity fee and paying for each student to receive their background check screening. This really helps students.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	We only have looked at the costs of hiring the background screening companies. We will need to probably add the addition of a station for Accurate Biometric Screening specifically for ECE students. Elementary/Secondary will still be able to utilize Bushue Background Screening Services.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The Early Childhood Care and Education is online, face-to-face, hybrid, open lab, and we offer evening courses for the hands on lab courses ECE 095 and ECE 083 in Effingham. Using PIE and persistence reports provide successful completion rates by modality for core courses: The course persistence percentages for online versus traditional format showed the following results (from 2024 data) ECE 051 hybrid and traditional = 89.2% ECE-081 hybrid and traditional = 100% ECE 083 hyflex/traditional = 95.8% ECE 095 hyflex / traditional = 89.5% ECE 100 online = 55.6% traditional = 90.9% ECE 110 online = 70.16% traditional = 77%
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Instructional materials selected based on the recommendation of reps in our area. DCFS wanted us to have a Positive Guidance textbook for ECE 110 and after receiving training myself by Vicky Foster in ECERS and ITERS, Lake Land College purchased the scoring guides for those students to glance at those. LEAP, tutoring, counseling, financial assistance, and other

	wrap around services is conveyed to the students by having the experts come in and speak to the students so they are aware of all these resources. Any time the representatives can't make it in person, we either take trainings online or I offer a scavenger hunt and allow students to seek out resources and services. It's a fun activity students can do together to find out about what the campus has to offer. We go over the answers in class.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. If yes, describe any strengths or challenge to program of study implementation.	We receive Perkins funding. The challenge is getting the advisory members to meet in person, so we still operate the zoom. This gives us a chance to discuss local happenings and keeping updated on any changes, revisions, and or issues in the Early Childhood field. Strengths would be we are supported by admin and provided with any materials we need to conduct our classes effectively. Challenges would be how can we entice students to persist and graduate when they are told to just level up with credentialing.
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.	Resource - Statewide Career Pathway Definition and Guidance. Yes. 4. The Early Childhood Education program has connections to adult education and through a grant opportunity we are offering adult learners level one credentialing. Dustyn Fatheree contacted experts to offer CPR training and CCR&R came to campus for a few sessions with these adult learners in person as well as on zoom at Workforce Development. I plan to spend one more hour with these students over Lake Land's spring break to fulfill some requirements they still need. 5. Prior learning assessment: we offer credit for prior learning and work experience, especially through LIFT or to other apprenticeships that come our way. We helped identify students to join a Montessori Kids Universe paid apprenticeship recently, which could lead to gainful employment in the future for this student. We have sometimes taken the prior learning assessment or hours recently completed and apply those towards their requirements in ECE 100 and/or ECE 051. We also provide many opportunities for students to acquire hours by having children on campus for events (examples St

	Johns Lutheran students fun day and Kids Day Out). 6. Career pathways: our program offers dual credit opportunities with 7 dual credit high school teachers currently teaching ECE 081, ECE 095, ECE 083 a. Dual credit opportunities are offered at all 31 in-district high schools. We have been in meetings with Shelbyville and Sullivan to offer courses at the main campus as well as the Effingham Technology Center since they are struggling to find a qualified teacher. 7. Support services: Lake Land offers a number of wrap-around services for our students: including but not limited to tutoring, academic counseling, mental health counseling, career services, financial aid services, TRiO support services, food bank, and referral to community services. The ECE students utilize all of these services, but particularly the free tutoring. 8. Career services offers students assistance with resume development and information related to job opportunities in the community. Our ECE and Parapro students have their own session with Tina Moore where the not only develop their professional documents as a rough draft, but Tina will critique and the students submit to me as a final project in ECE 120 Seminar.
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?	Delivery methods include the hyflex learning environment for ALL courses offered by Tanille in the ECE program. The birds-eye view allows as students to feel as if they are in person even when they aren't allowed to leave the workplace. We have found most directors work with us and allow the students to stay on the zoom for the duration of the class and interact in the chat room or breakout sessions. We want to keep the rigor there even though they are learning through a different modality. This has allowed many students to persist and graduate but has also brought many students to our door. Accumulation was never the goal, but now it is and proves to be a good selling point to the incumbent workforce. We offer the CDA as well as three of our courses on ILCO share site. We have several students even in other states taking courses
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?	All 31 public school districts are offered these opportunities. Communication has improved significantly with the addition of the “dual credit collaborative.” Some high school teachers were feeling there was a lack in communication, and we improved that by having an in-person session and a Zoom. ECE program offers dual credit courses: ECE 095, ECE 081, and ECE 083. During the breakout session we shared ideas and established a great working relationship. The teacher plans to come to campus to look at our textbooks and continue the conversation. I’m currently sharing assignments, syllabi, and tests in the collaborative.

	Updates are made in canvas for those high school teachers to have access to our materials, course guides, textbooks we utilize, and other resources.
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 practicum hours completed by the students really allows the students to receive practical training in local childcare facilities and can often lead to apprenticeships or gainful employment in the future. Often, the schools hire our graduates right away. I believe I miss some of the job opening postings, IF directors forget to reach out to me, however I scour FB, so I can share those postings on our FB page designed for potential, current, and previous students to get jobs in their community. I usually then also post it out in announcements on canvas and physically put flyers on our job opportunities bulletin board.
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).	- Level 4 Gateways of Illinois -Associate degree earners - We also have Level 2 and 3 credentialing but always encourage for persistence toward graduation. Trainings through INCCRA
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, students start our program generally as a Level 1 high school student and graduate with a Level 4 Gateways credential because we are an entitled institution.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, there sure are and more keep being offered. Montessori Kids Universe has a paid apprentice from our program and we are always seeking out others willing to do paid and unpaid apprenticeships.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	The students take the content test IF their place of employment requires it. Some childcare facilities do NOT require the passing or even taking of the content test. Kathy is no longer doing this out of Decatur, so I've been on the phone trying to locate where these tests are being held to convey this to the students that desire to take it in person rather than online.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	We have a 2 + 2 type of program/agreement with Eastern Illinois University. Was planning to speak to Charlie Jarrell about establishing one with the U of I for 2026.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	We've added new registered apprenticeships (2 currently with employers) Our on the job training sites are in many communities – Several facilities take on our practicum students. We attend, not host, job fairs with the local industry and always accept invites to speak to individuals. We had the deletion of one Birth to 5 council member Tammy

	Helm on the advisory and now we meet with Angie Gordon Hunt at their facility on Broadway.
.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	We attend all the zoom meetings for GYO -Grow Your Own Teachers. I also attended one in person meeting in Chicago. We only had one student take advantage of this opportunity, but we never stop searching for students and inform them of GYO.
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?	One professional development day in fall and 2 in spring. For full time – I always lead a session each fall and spring. This spring, yoga and art therapy will be in April. Faculty can attend conferences and free webinars at any time throughout the year, with approval and resources when needed. I write the Innovative Grant and have been the recipient to attend NAEYC and ASCD conferences held in Nashville, TN, Chicago and other locations. When I don't apply I sometimes use my own money, because I'm a lifelong learner and love the expos.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	We have a multitude of opportunities to receive training in the areas of diversity, equity, inclusion, and belongingness at college staff development days (I always try to lead sessions each semester). I attend 2 state conferences a year and national conferences when I receive Innovative grant funding. I'm attending Pumped Up Pre-K in Schaumburg March 5-6.
3.17 What is the status of the current technology and equipment used for this program?	Most students join the zoom from their own phone for Hyflex learning IF they are not allowed to leave the facility where they teach. Our smartboards and motherboards for Polycom are very user friendly. VMs for students so can access software and work anywhere on campus and at home.
3.18 What assessment methods are used to ensure student success?	Courses are assessed annually or each semester. Programs are assessed once a year. HelioCampus 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?	The program coordinator and division chair identify areas for improvement, and we work together towards continuous growth.

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 only curriculum revisions we have made was the elimination of Fundamentals of Art with the replacement of Understanding Art or Understanding Music. We also felt a Sociology course about families was wise to add to add to improve the program. We are cutting down on the paper trail of course substitutions, which cause confusion amongst the students. I have included in-person training from outside experts in SIDS, Shaken Baby, and they receive CPR. Other training will be offered to the students as an online option.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student satisfaction data results from the Director of Institutional Research suggest that students feel prepared for employment, and they feel Lake Land College courses relate to the tasks and responsibilities they have in the job. The Survey that goes out to the graduating student reveled they would like to see the teacher workroom stocked better so they could create materials for their future use in their classrooms. They feel like the material/content covered in classes prepares them for the job.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	I integrate their feedback into the overall improvement of my courses. We are ever-evolving and changes/revisions happen frequently in this field. It is worthwhile to connect with the professionals in Early Childhood to be aware of new changes. Meeting in person would be much more beneficial.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Directors and supervisors appreciate being considered for work-based learning opportunities. I sent out a SurveyMonkey to the local directors, and they provided tremendous feedback on what competencies they would like to see us teach in our curriculum. Employers reach out to us often for job openings....we help by getting the word out.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Directors' emails often correspond with me. They wanted us to focus on ECERS and ITTERS training, so we now introduce students to the Early Childhood Environment Rating Scales in both the Infant-Toddler Environment and the Organization and Management of Preschools. Survey monkey results help and I also collect information through different forms of communication.
3.25 What are the program's strengths?	The students that are enrolled in the program are very dedicated students. Keeping the rigor there while operating hyflex can be a challenge, but I realize the importance of offering different modalities to help more students.
3.26 What are the identified or potential weaknesses of the program?	Weaknesses of the program would be representatives telling students to just "level up" and not actually earn their degree. I wish this could be eliminated from the conversation. I encourage the students even the ones that tell me they are only taking a course or two to level up...I tell them to go ahead and persist and complete.

3.27 Did the review of program quality result in any actions or modifications? Please explain.	I think the review of the program pointed us in the direction of continuing to offer evening courses and continuing hyflex / hybrid learning. Looking at course completion and the percentages helped me see that students are doing well online and in these hybrid offerings.														
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.															
Course sequencing can be a challenge, especially when students are late taking ECE 100 Intro to ECE. This course steers students sometimes out of the program and into Elementary Ed or even other majors. Intro to ECE is being offered in the spring as an online course. There are also so many struggles for us in acquiring their TB, Background checks, and physicals in a timely fashion for students to get out into their practicum sites to complete their hours. Students who are already teacher assistants also get discouraged from attending classes in person. We understand there is a teacher shortage, and the directors are in desperate need for our students to remain in the classroom, but they need to be willing to allow the students to pop on the zoom to keep up with the course objectives															
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	Early Childhood Care and Education														
CIP Code	19.0709														
	Year 1	Year 2	Year 3	Year 4	Year 5										
Number of Students Enrolled	40	39	57	53	45										
Number of Completers	7	8	9	7	8										
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.	PIE REPORT: Disaggregated data provided for enrollment, retention, and completion. Provide information in these areas by demographics presented in PIE. Fill in table from PIE <table border="1" data-bbox="591 1646 1105 1892"> <tr> <td></td> <td>Enrolled =</td> </tr> <tr> <td>Demographic</td> <td>% Enrolled</td> </tr> <tr> <td>Full Time</td> <td>63.64%</td> </tr> <tr> <td>Part Time</td> <td>36.36%</td> </tr> <tr> <td>Male</td> <td>3.03%</td> </tr> </table>						Enrolled =	Demographic	% Enrolled	Full Time	63.64%	Part Time	36.36%	Male	3.03%
	Enrolled =														
Demographic	% Enrolled														
Full Time	63.64%														
Part Time	36.36%														
Male	3.03%														

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Female	96.97%	
	White	90.91%	
	Hispanic	2%	
	Black	6.06%	
	Other	3.03%	
	Employed Full Time	9.09%	
	Employed Part Time	57.58%	
	Economic Disadvantaged	72.73%	
	Academic Disadvantaged	3.03% math	
	First Generation	5 students	
	Non-Traditional Age		
	Traditional Age		
How does the data support the program goals? Elaborate.	The data supports our action plan for increasing enrollment. I met with higher education navigators in Chicago, and we have come up with a plan for them to focus on the incumbent workforce by visiting local childcare facilities equipped with our marketing materials and I plan on reaching adult learners and high school students. Together these recruitment efforts should increase our enrollment. The Illinois Department of Early Childhood (IDEC), in partnership with the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB), is seeking input from early childhood college students as part of an effort to better understand how students identify and access the coursework needed to qualify for roles in licensed child care settings. IDEC is recruiting current or recent early childhood students to participate in virtual focus groups during April and May to share their experiences navigating early childhood coursework and preparation pathways. These conversations will help inform the development of a statewide process for how college coursework counts toward teacher and director qualifications in licensed childcare programs. I'm identifying two to three students who I feel would be great for these focus groups. I would like to see greater consistency across college campuses in the requirements for ECE students. It is exciting to see these focus groups form and take student feedback to improve overall. My goal remains: Engage → Convert → Retain. When we retain and can get more student to the finish line we contribute to lessening the teacher shortage crisis. Eliminating hurdles for students continues to be a goal keeping them on target for persistence and completion.		
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps,	We do not have many gaps or noticeable differences existing in the data by student demographic. This is predominantly white female students incumbent workforce who are already employed. Intentionality has been placed on recruitment efforts, and we hope to see gains in enrollment.		

success gaps, etc.)? Please explain.	
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	I believe we need to continue offering a variety of modalities and avoid becoming rigid with our offerings, or we will lose students. They are currently very thankful for hyflex. The higher ed navigators will continue to target the incumbent workforce to bring more accumulation and I will work on reaching high school students who are considering this program. I get tremendous feedback with the future student Laker cards that I distribute. They won't forget about us if we follow up after a visit day or a talk.
Are the students served in this program representative of the total student population? Please explain.	Yes, except for gender. The program enrollees are mostly female.
Are the students served in this program representative of the district population? Please explain.	College's district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois.
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.	RPC – Retention, Persistence, and Completion as well as amped up recruitment efforts will always be our plan of action and when that doesn't bring return, we resort to cold calls to former students, and we learn quite a bit from those conversations about what is holding individuals back from attending. We eliminated the main barrier or hurdle by offering different modalities. These students needed more online and hybrid options, and we accommodated bringing several students back that left around COVID times.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Our Action Plan includes many steps. The recruitment efforts will increase. The targeted initiatives include teaming up: ~Higher Education Navigators and I decided in March 2026 in Chicago that they would continue visiting all of the childcare facilities in the region to distribute flyers and speak with the incumbent workforce to try and drive more students into the program here at Lake Land College. ~My focus will be working with Christina Strohl and Dustyn Fatheree with the adult learners interested in Early Childhood and visiting more high schools to speak to potential students not only in the ECE field, but amp up Paraprofessional associate degree.

	~Summer 2026 I have been invited to several community events, and I plan to involve my summer course enrollees in Intro to ECE 100 whenever possible. I will work with Shelley Martin to offer an educational workshop during the summer, attend Kids Korner at Tuscan Hills Winery, and two other Mattoon Chamber events in the park. ~Before fall 2026 I will be making cold calls to former students and making them aware of some Gateways scholarships and seeing what their hesitation might be. I'm usually able to calm fears and encourage returning once they hear they can complete most online. ~I've been invited to LIFT Advisory Meeting this spring and we will hopefully have different conversations about persistence and graduating. My goal is always to encourage graduating with the associate degree despite disagreement about this matter from individuals in our community. The action plan for Early Childhood Care and Education program will ALWAYS be to: Engage → Convert → Retain and then work the RPC – Retention, Persistence, and Completion. If this becomes diminished at all the program could suffer. If we eliminate “roadblocks” for individuals either former or potential students we can then encourage them to graduate and earn their Level 4 Gateways Credential since we are an entitled institution, therefore making them more marketable in the workforce.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will need to revisit offering courses at schedules that help more students. This could mean coming up with unorthodox practices such as weekend offerings, and of course more evening options. The hyflex has been an absolute life saver for the Early Childhood Care and Education program ensuring we are keeping up with our mission – <i>Education that Fits Their Life</i>. These students are able to work during the day and still join our hyflex learning environment. One student said she was going to have to drop the entire program if I wouldn't have offered Wednesday's 10am Clinical as a hyflex due to work and too far of a commute. This is a traditional in person class, but I'm keeping the same objectives and rigor, but doing it from the hyflex modality and it's working beautifully.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The constant development and re-vamping of the long term enrollment efforts and strategies is a top priority with equity in mind and closing gaps. The higher ed navigators mentioned at our meeting in Chicago that we want more non-traditional aged students to enroll or come back. The navigators have helped bridge this gap, allowing me to keep my focus on high school age individuals.
Resources Needed	~ Charlie has already sent me the budget numbers for purchasing items to stock our Teacher Workroom. This was a complaint amongst students that the resources need replenished. I will work with Kim Davis and Charlie to ensure we provide valuable resources and materials to these future educators.

	~ I’m working with MPR to improve our flyer and mention Hyflex Learning as an option. This should help with enrollment. ~ DC and PC has allowed me one evening course at ETC, which I’m already hearing from many directors and a few students who left the program that this is a “game changer.” This evening offering will hopefully help several students with persistence and completion.
Responsibility Who is responsible for completing or implementing the modifications?	We are all responsible, but pounding the pavement with flyers falls on me. The issue is finding time without canceling any of my courses. We have tremendous support in our division toward these visits and a multitude of opportunity to talk to families right here on campus or at ETC.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Human Services	AAS	60	440000	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Classroom training and field experience prepare graduates of the Human Services Program to become active participants in various community services. The program aims to prepare students for careers in human services through classroom training, field experience, and internships, with opportunities to concentrate in areas such as Health Promotion, Recovery Counseling and Nonprofit Leadership. Graduates qualify for a variety of career options including Substance Abuse Counselor, Community Outreach Worker, Court Support Advocate, Crisis Support Worker, Child & Family Services Advocate, Sexual Assault / Domestic Violence Advocate, Medical Advocate, and Family Services Specialist. • Understand the Foundations of the Human Services Field • Demonstrate Ethical and Professional Practice • Practice Cultural Competence • Identify and Assess Client Needs • Apply Intervention and Case Management Skills • Advocate Effectively for Clients and Communities • Engage in Evidence-Based and Recovery-Oriented Practices • Integrate Knowledge and Skills in Real-World Settings • Promote Self-Awareness and Lifelong Learning		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates,</i>		Knowledge and understanding of the field area is assessed through earning at least a “C” as the final grade for the Foundations of Human Services and Social Welfare classes, self-reports of experience and employment. Over half of interns are offered paid positions after completion, indicating strong achievement. Program outcomes are measured annually via HelioCampus assessment software, with a 5-year average achievement rate of approximately 85% based on updated		

<i>assessment of students meeting Program Learning Outcomes, etc.)</i>	persistence and completion data.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The 2021 review recommended continuing with minor improvements, including maintaining seven areas of concentration, annual Lay Advisory Committee meetings, and updating assessment tools. These actions were completed: concentration remain, the committee meets annually, field experiences are strong, and tools have been updated. Additional focus on recruitment and marketing was implemented, contributing to recent enrollment recovery.
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.	Madison Dailey – Human Services Program Coordinator: Led the review process, compiled data, and assessed program outcomes. Christa Borries – Human Services Clinical Supervisor: Provided input on internships and field experiences, reviewed student success metrics. Charles Jarrell – Social Science and Education Division Chair: Oversaw divisional alignment and resource needs. Lynn Breer – Director of Institutional Research: Assisted with assessment data analysis and 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.	Lay Advisory Committee members provided feedback on curriculum relevance and labor market needs during annual meetings. Employers and internship site supervisors: Offered insights on graduate preparation via surveys and placements. Students: Participated in satisfaction surveys and focus groups to share experiences. Data collected from the Information Systems and Services office, Director of Institutional Research & Reporting, and Director of Data Analytics for enrollment, completion, and disaggregated metrics.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Human Services program follows the Guided Pathways initiative, requiring 60 credit hours of coursework to graduate, including general education, core human services classes, 15

	hours in a concentration area, and two internships for comprehensive preparation.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Bright outlook for this career field. The state of Illinois trend for social and human service assistants is expected to grow, with projected employment increasing from approximately 18,000 in 2022 to 19,600 in 2032 (LWIA 23 and statewide data from IDES and O*NET). Annual openings average 2,100 statewide.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand has grown steadily post-COVID, with 9% projected growth (2022-2032) much faster than average (4% for all occupations). Outlook for 2026-2031 remains strong at 5-6% growth nationally and similar in Illinois.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	https://www.onetonline.org/ ; IDES; Lightcast reports. LMI data is reviewed annually during program evaluations and Lay Advisory Committee meetings.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Recruitment involves informing area human service agencies, attending inter-agency meetings, presenting at schools, and enhanced marketing via social media and college events. Dual credit expansions and Laker Connect program target high school students.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program needs and/or changes are examined through performance gaps in assessment data, discussions with faculty and division chair, submission to the Lake Land College Curriculum Committee, approval by the VP for Academic Services, and ICCB submission.
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.	Expanded online offerings and partnerships with agencies for internships; enhanced recruitment led to enrollment growth in 2024-2025. No closures; program remains unified rather than divided by 7 concentrations we will have three beginning Fall 2026. Health Promotion, Nonprofit Leadership and Recovery Counseling.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness:	Response

https://www.iccb.org/academic_affairs/program-review/		
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 - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	The program costs are covered by tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc. Tuition costs are the same across all programs at the college. Students don't incur excessive additional expenses (e.g., tools, uniforms, books) for this program, making it comparable to other 60-credit-hour programs at the college. Perkins provided equipment to integrate technology into the classroom to practice a variety of client intake procedures. As well as equipment to practice counseling techniques when working with children.	
2.6 What are the findings of the cost-effectiveness analysis?	The program is cost-effective, with recovered enrollment supporting costs; fill rates meet minimums, and student retention (80%) justifies the investment.	
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	Tuition and fees for 60 credits ~\$8,500 (FY2025), comparable to regional colleges (e.g., Kaskaskia \$9,600). Textbook rental saves money. Assistance via FAFSA, scholarships, WIOA, food pantry, and emergency funds. <table border="1"><tr><td>Tuition and Fees for 30 Credit Hours by Fiscal Year</td></tr></table>	Tuition and Fees for 30 Credit Hours by Fiscal Year
Tuition and Fees for 30 Credit Hours by Fiscal Year		

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)	College	FY24 Tuition and Fees	FY25 Tuition and Fees
	Lake Land College	\$4,280	\$4,415
	Richland	\$4,590	\$4,620
	Kaskaskia	\$4,800	\$4,800
	Parkland	\$5,355	\$5,355
	Danville	\$5,400	\$5,550
	Illinois Eastern	\$4,260	\$5,130
2.5 How will the college increase the cost- effectiveness of this program?	Annual cost reviews; collaborate on equipment purchases; expand online to reduce facility costs.		
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Increased use of grants for equipment; no major modifications needed.		
Indicator 3: Quality	Response		
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?	Delivery Method	Typical Success Rate (Core Courses)	Typical Success Rate (Gen Eds)
How do the success rates of each delivery system compare?	Online	80–100%	70–90%
	Hybrid (On-Campus)	80–100%	70–85%
	Dual Credit	100% (where offered)	100% (limited data)
	Traditional In-Person (On-Campus)	15–85% (highly variable)	40–80%
	In-Person (Off-Campus)	17–25% (limited data)	N/A
	The multi-modal delivery approach successfully serves the program’s large non-traditional and working student population. Online and hybrid formats demonstrate equal or superior success rates compared to traditional in-person delivery, supporting the program’s goals of accessibility, retention, and completion while maintaining high academic standards.		

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Instructional materials selected via faculty and advisory input; culturally responsive training integrated; referrals to LEAP, tutoring, counseling for student support.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. If yes, describe any strengths or challenge to program of study implementation.	Yes, approved by ICCB. Strengths: Strong internships prepare for work; challenges: Lack of paid internship/stipend opportunities among our local nonprofits.
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. Elements: Professional interviews, guest speakers, resume/interview prep via Career Services, portfolio development. Improvements: Expand dual credit and prior learning assessment for adult ed connections.
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?	Close internship supervision aligning placements with career goals. Result from a Nonprofit Leadership DACUM, a new concentration and new courses offered beginning Fall 2026, will include, Intro to Grant Writing and Intro to Counseling Skills. Our new concentration in Recovery Counseling will prepare the student to take the Drug and Alcohol Counseling Certification through the Illinois Certification Board.

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?	Via Laker Connect: ~50 students annually from 31 districts; Priority: Expand offerings in courses like Foundations of Human Services and Social Work.
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?	Two 150-hour internships; improve hands-on experience and employment (over 65% offered positions/hired). Quality enhanced by real-world application; improve via more virtual options for flexibility. Offering field trips to area nonprofit organizations to reduce the barriers for students and interact and exchange with leaders in the field.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	N/A
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Domestic violence certification (Illinois-required) American Red Cross CPR AED Certification
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	N/A This is a goal of the program.
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?	We currently have transfer agreements through EIU (Eastern Illinois University) in Public Health, Human Services, Psychology, and Sociology. Indiana State – Social Work, University of Illinois – Springfield (UIS) Social Work

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?	New agencies for internships based on student interests; opportunities for apprenticeships with local nonprofits.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	With Student Support Services for referrals; external with diverse agencies to address equity gaps.
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?	One professional development day in fall and 2 in spring. For full-time – please refer to the contract. Assessment software and learning management system training sessions are provided throughout the academic year. Faculty can attend conferences and free webinars at any time throughout the year, with approval and resources when needed.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have opportunities to receive training in diversity, equity, inclusion, and belonging at college staff development days (spring and fall semesters), state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	Classrooms with computers, projectors, and remote equipment are provided for hybrid teaching.
3.18 What assessment methods are used to ensure student success?	Courses are assessed annually or each semester. Programs are assessed once a year. HelioCampus is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics, including enrollment, retention, course persistence, and program completion, are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Results shared via PIE reports and meetings for curriculum adjustments.

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?)	Faculty and program staff regularly review assessment results from HelioCampus (course and program learning outcomes) and annual PIE reports, including persistence rates, completion data, and student feedback. These insights drive targeted improvements, such as incorporating more flexible delivery options (e.g., hybrid and online components in core courses like Foundations of Human Services and Social Work) to enhance accessibility. Internship seminar reflections have been strengthened to better connect classroom theory with real-world application, thereby improving outcomes. Adjustments ensure students receive enhanced opportunities to learn effectively and succeed, with ongoing annual evaluations guiding further refinements. To better prepare students for the human services workforce and enhance transfer readiness, the program has streamlined from seven areas of concentration to three focused tracks. This change, developed collaboratively by faculty, the Human Services Advisory Committee, and a nonprofit leadership DACUM process, provides clearer pathways for students to select a specialized direction aligned with career goals while maintaining strong foundational preparation and articulation options for bachelor's-level transfer.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Very satisfied (90% from surveys). Collected annually via SurveyMonkey in final-semester courses. Student Satisfaction is collected annually from core program courses that the majority of students take in their final semester before completing the program. The survey is collected electronically using SurveyMonkey. Results are compiled and shared with program coordinators and division chairs.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Meets yearly for updates and feedback; engagement improved via more frequent personal check-ins with faculty.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Through internships, classroom presentations, and graduate placements.

3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Very satisfied; collected via internship evaluations and advisory feedback.				
3.25 What are the program's strengths?	Internship component: Two 150-hour experiences provide valuable field exposure.				
3.26 What are the identified or potential weaknesses of the program?	Enrollment and limited dual credit in core courses.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Yes; expanded hybrid delivery and marketing to boost enrollment.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Retention impacted by economic factors, attempts to mitigated by support services referrals is our current practice.					
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	Human Services				
CIP Code	44.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	66	52	40	39	50
Number of Completers	19	13	6	7	3

Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	On an annual basis the program coordinator and division chair review disaggregated data with the Director of Institutional Research. Race, ethnicity, gender, age, academic load, income, first generation, working status are all examined in relation to program enrollment, retention, and completion.				
	Demographic	% Enrolled	% Retained to Following Fall		
	Full Time	49	32		
	Part Time	51	26		
	Male	14	40		
	Female	86	42		
	White	80	67		
	Hispanic	6	25		
	Black	11	39		
	Other	1	100		
	Employed Full Time	17	39 (employed overall)		
	Employed Part Time	80	39 (employed overall)		
	Economic Disadvantaged	83	43		
	Academic Disadvantaged	71	35		
	First Generation	77	48		
	Non-Traditional Age	63	N/A		
	Traditional Age	37	N/A		
How does the data support the program goals? Elaborate.	Students are advised and encouraged each semester to select and complete the classes needed to earn their degree and graduate. Students are encouraged to work at a pace that fits their lifestyle and helps them achieve their goals in balance. Understanding the layers of responsibility our students face and the potential barriers and strengths revealed by this data helps inform individual and program decisions.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No gaps in data, numbers listed above collected from the Director of Institutional Research and Reporting, the Director of Data Analytics, as well as from the office of Information Systems and Services				
What is the college doing to overcome any identified gaps? If	The program's demographic data, particularly the high proportion of White students, aligns closely with the overall student body at Lake Land College, where White students consistently represent the majority (approximately				

nothing is currently being done, explain what the college plans to do to close identified gaps.	88% based on recent institutional data). This reflects the regional population served by the college and indicates that the Human Services Program is proportionally representative of the broader campus enrollment, with no disproportionate underrepresentation in this group.
Are the students served in this program representative of the total student population? Please explain.	The student demographics in the Human Services Program closely mirror those of the overall Lake Land College student body, reflecting a balanced mix of traditional and non-traditional learners. Both populations include a substantial proportion of traditional college students (typically ages 18–24, including recent high school graduates and dual credit participants) alongside non-traditional students (often 25 and older, such as working adults, career changers, or those returning to education). Recent institutional data shows the college serves a diverse age range, with approximately 45–80% traditional-age students (varying by source and definition, e.g., under 18 to 24) and 20% or more non-traditional students (25+), including an average student age around 21.5 in recent semesters and notable enrollment of students over 23. This comparable composition ensures the program effectively attracts and supports a broad spectrum of learners who bring varied life experiences, perspectives, and motivations to human services coursework. And enhancing classroom discussions, group work, and preparation for real-world roles serving diverse communities. It also aligns with the college's mission to provide accessible education for all ages and backgrounds in east-central Illinois.
Are the students served in this program representative of the district population? Please explain.	Current district population averages of the most recent census data available: on average, the College's district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois.
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 Human Services AAS program continues to meet or exceed key indicators of need, cost-effectiveness, and quality. Labor market demand remains strong with projected 9% growth (faster than average) through 2032, supported by annual LMI reviews. The program is cost-effective, with recovered enrollment, solid fill rates, high retention (~80%), and funding through tuition, state sources, and Perkins grants without excessive student costs. Quality is demonstrated through high success rates (especially online/hybrid at 80-100%), strong internships (over half leading to paid

	positions, >65% hired), 90% student satisfaction, very satisfied employers, embedded credentials (e.g., Domestic Violence, CPR), and innovations like streamlined concentrations (to 3 focused tracks starting Fall 2026), new courses (e.g., Intro to Grant Writing, Intro to Counseling Skills), and enhanced recovery counseling for certification preparation. Objectives are achieved at ~85% via HelioCampus assessments, with no major equity gaps (demographics align with college/district). Minor improvements focus on enrollment growth, dual credit expansion, and flexibility to sustain momentum.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	1. Implement the streamlined curriculum with three concentrations (Health Promotion, Nonprofit Leadership, Recovery Counseling) and new courses (e.g., Intro to Grant Writing, Intro to Counseling Skills) – Effective Fall 2026; monitor enrollment and student feedback in first year (Fall 2026–Spring 2027). 2. Expand dual credit offerings, prioritizing core courses like Foundations of Human Services and Social Work via Laker Connect – Target increase to more high schools/districts; begin planning/promotion Spring 2026, implement expansions Fall 2026 onward. 3. Enhance recruitment and marketing efforts (e.g., social media, high school presentations, agency partnerships, field trips to nonprofits) to boost enrollment and address limited dual credit – Ongoing annually; evaluate impact via enrollment data in 2026-2027 and 2027-2028 cycles. 4. Explore additional work-based learning improvements (e.g., more virtual internship options, paid/stipend opportunities, apprenticeship partnerships with local nonprofits) – Initiate discussions with advisory committee and partners in 2026-2027; pilot enhancements by Fall 2027. 5. Continue annual assessment via HelioCampus/PIE reports, advisory meetings, and disaggregated data review to monitor persistence, completion, and equity – Ongoing; report adjustments as needed in annual evaluations.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met effectively (~85% average achievement rate via HelioCampus, strong internship outcomes, high satisfaction metrics). No major deficiencies exist, so no corrective action steps are required beyond the continuous improvement steps outlined above (e.g., curriculum streamlining and delivery enhancements already support better real-world integration, cultural competence, and lifelong learning)
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	No significant equity gaps were identified in enrollment, retention, or completion (demographics closely mirror Lake Land College's overall population and the district's ~94.5% White composition, with proportional representation across age, gender, economic status, etc.). Action steps (e.g., expanded dual credit, targeted recruitment via high schools/agencies, referrals to support services like WIOA/scholarships/food pantry) promote equitable access for non-traditional, working, first-generation, and economically disadvantaged students (who comprise high proportions). These will continue and be monitored annually through disaggregated data reviews with Institutional Research to ensure sustained or improved outcomes across groups.

Resources Needed	Minimal additional resources required beyond current allocations. Potential needs include: • Continued Perkins funding for equipment/technology (e.g., client intake/counseling simulation tools). • Marketing/recruitment support (e.g., social media ads, event materials). • Faculty/staff time for advisory meetings, dual credit expansion, and assessment. No major new funding or personnel anticipated; leverage existing grants, state reimbursement, and partnerships.
Responsibility Who is responsible for completing or implementing the modifications?	☐ Madison Dailey (Human Services Program Coordinator): Lead overall implementation, curriculum updates, assessment, and enrollment monitoring. Oversee internships, work-based learning improvements, and employer partnerships. ☐ Charles Jarrell (Social Science and Education Division Chair): Provide divisional oversight, resource coordination, and curriculum committee submissions. ☐ Lay Advisory Committee and employers: Ongoing input on relevance and opportunities. ☐ Institutional Research/Director of Institutional Research: Annual data analysis and equity monitoring. ☐ VP for Academic Services and Curriculum Committee: Final approvals for changes

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Medical Assistant	Cert CRT.MAP	36	51.0801	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Catalog Description: Medical Assistants are health professionals specifically trained to work in medical offices. These multi-skilled personnel perform administrative and clinical duties. Duties may include but are not limited to: billing and coding, maintaining medical records, completing basic clinical assessments, recording vital signs, preparing patients for examination, collecting blood specimens, performing basic laboratory tests, preparing and administering medications and assisting physicians with treatment and/or minor procedures. Program Learning Outcomes 1. Demonstrate effective communication within the interprofessional healthcare team, patients, and family members of diverse populations. 2. Practice as an ethical, professional Medical Assistant while integrating organizational, professional, and national protocols and standards. 3. Integrate technology and informatics into safe patient-centered care. 4. Utilize cumulative healthcare knowledge and clinical judgment to assist the provider in caring for patients. 5. Prioritize skills consistent with evidence-based practice and an understanding of patient risks. Graduates will be able to sit for the Certified Clinical Medical Assistant (CCMA) exam and work as a Certified Medical Assistant.		

To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>	There has been a 100% pass rate for students taking the Certification exam at the end of the program. The program conducts annual course surveys, course assessments, and an annual accreditation review report.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The program is now a hybrid program. Students are on campus 2 nights a week. The exams for online courses are proctored. I continue to monitor student success and progress on an annual basis.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Erin Swingler, Division Chair for Allied Health Programs Molly Yeske, Director for Medical Assisting Programs Lynn Breer, Director of Institutional Research and 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.	Admissions and Records, student support Counseling Services, student support Financial Aid, student support Perkins Program, student support PATH grant, student and program support TRIO, student support Library Services, student support Tutoring and Testing Center, student support Student Accommodations, student support Sarah Bush Lincoln, clinical partner Hospital Sisters Health System, clinical partner Carle, clinical partner MAP Advisory Council
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Placement scores are analyzed as part of program review. Degree-seeking students are required to take the Lake Land College basic assessment for placement purposes. Students are considered eligible to apply in one of two ways: through placement testing OR by working in the healthcare field. Medical Assistant applications are reviewed monthly. Students will be notified via Laker email regarding eligibility for the

	program. Areas to meet: 1. Must place out of Reading OR complete RDG 039 Reading or ENG 119 /120 Comp I Pathway/Comp I or equivalent with a grade 'C' or higher prior to the start of the program. Placement information can be provided in the following ways: ACT, SAT, Lake Land College placement test, High School transcript with proof of a "B" average or higher on file with Admissions or previous college credit 2. Currently working as a healthcare professional with verification of certificate/licensure and employment status. Examples include but are not limited to: Certified Nurse Assistant, Phlebotomist, EMT -B, Physical Therapy Assistant, Dental Hygiene, Radiology Technologist, Paramedic . *Students must email current certification/ license and completed Employment Verification form. *Please note that College policy requires students who test into developmental reading coursework to take it concurrently with any other college -level coursework. In the event that a MAP applicant obtains satisfactory scores in English and Math, but not Reading, the required Reading course must be taken prior to or concurrently with the Medical Assisting coursework. The MAP is a special admission program. Interested students should submit an intent to enroll, select "CRT.MAP.TRK". Applications are due June 1st. After admission to the program, students must pass a background check, physical exam, proof of immunization, CPR, and drug screen. Students who are currently licensed as a Certified Nurses Aid (CMA) should submit documentation to support this for consideration into MAP.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	This is set and approved by Accreditation. We also have the clinical component, which is 3 credit hours.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	State- 11% increase in medical assistants in the state of Illinois between 2022-2032. Local- 380 jobs as of 2025, average compensation is \$39,370. Lightcast is projecting a 12% increase in the need for medical assistants between 2025-2035 within the college's district.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The district's demand for medical assistants has not dramatically changed over the past 5 years.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	This is reviewed annually, and discussions are had with local healthcare leaders as to what they are in need of and how we can help supply them with graduates. I often check local job boards to stay in touch with who is hiring and hoe many open positions there are.
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?)	We have made TikTok videos that we post on the college website, featuring information about the program. We made a YouTube video that showcases the program and what we have to offer. We also recently did a recruiting video where we interviewed a former student and had them talk about the program, and then we went to their place of employment and videotaped them actually doing the job. I have also reached out to local guidance counselors and have them program information and talked to them about the program so they can pass the information along to their students. I call local doctors' Offices to see if they have employees who would be interested in the program. We also post informational posts on the college social media website.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Program needs and/or changes are examined in the following manner: • The program coordinator makes note of any performance gaps in program assessment data or other sources of evaluation. • The program coordinator discusses the area of concern with all faculty members who teach in the identified area. • The program coordinator discusses the issue with the division chair and suggests a solution to the problem. • After division chair approval, the program change is submitted to the Lake Land College Curriculum Committee for discussion and approval. • After committee approval, the vice president for academic services will approve the change(s), complete the needed paperwork, and submit the proposal to the Illinois Community College Board for their evaluation and approval.
1.6 Did the review of the program need result in actions or modifications (e.g., closing the program, expanding industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	We noticed a decline in enrollment, and when we polled people, the overall consensus was that people can’t take off during the day to attend class. We then shifted the program to a hybrid program, and our enrollment has been higher since we did this.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-	Response

effectiveness: https://www.iccb.org/academic_affairs/program-review/)	
2.9 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) • Tuition, course fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc. • The average cost of the program is approximately \$6,000, which is similar to other programs on campus. • We started the cohort with 23 students and currently have 18 students to one Instructor. Most common costs are covered by tuition and fees, along with funding (property taxes and equalization received from the state). The program is given a budget with a set amount of money in each category. The Program Director and DC have to review this together and allocate certain amounts of that total amount into each month. The money categories cannot be moved around. When purchasing updated equipment, the Program Director submits requests to Perkins. Occasionally, we will get a small amount of funding through the PATH grant. This year, we received \$2500 from PATH grant funding.
2.7 What are the findings of the cost-effectiveness analysis?	The limit of students that can be admitted is 24, and we had that many start over the past 2 cohorts. Some drop out of the program, so we don't end up with 24. For example, this academic year we started with a full cohort and are now down to 18 students. With high enrollment in the past few years, we have identified that we need a lab assistant. We are in the process of hiring a lab assistant. It was noted that students felt that they did not have enough time with the instructor. By hiring a lab assistant, students will have more hands-on time with the instructor.

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)	The average cost of the program is approximately \$6,000, which is similar to other programs on campus. Lake Land’s tuition costs fall below the tuition costs of neighboring community colleges making the college a very affordable choice. <table><tr><th colspan="3">Tuition and Fees for 30 Credit Hours by Fiscal Year</th></tr><tr><th>College</th><th>FY24 Tuition and Fees</th><th>FY25 Tuition and Fees</th></tr><tr><td>Lake Land College</td><td>\$4,280</td><td>\$4,415</td></tr><tr><td>Richland</td><td>\$4,590</td><td>\$4,620</td></tr><tr><td>Kaskaskia</td><td>\$4,800</td><td>\$4,800</td></tr><tr><td>Parkland</td><td>\$5,355</td><td>\$5,355</td></tr><tr><td>Danville</td><td>\$5,400</td><td>\$5,550</td></tr><tr><td>Illinois Eastern</td><td>\$4,260</td><td>\$5,130</td></tr></table> This is a very affordable program for starting a career in healthcare. Perkins, FAFSA completion, scholarships, as well as emergency funding. Foodbank is available.			Tuition and Fees for 30 Credit Hours by Fiscal Year			College	FY24 Tuition and Fees	FY25 Tuition and Fees	Lake Land College	\$4,280	\$4,415	Richland	\$4,590	\$4,620	Kaskaskia	\$4,800	\$4,800	Parkland	\$5,355	\$5,355	Danville	\$5,400	\$5,550	Illinois Eastern	\$4,260	\$5,130
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2.5 How will the college increase the cost- effectiveness of this program?	This would be a discussion between the Program Director, Division Chair. VP of Academic Services and VP of Business Services.																										
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?	Hybrid Program Course Persistence Report provides a summary of success rates for online vs. face-to-face course sections. Using PIE and persistence reports provides successful completion rates by modality for core courses:																										

	For example: The course persistence percentages for online versus traditional format showed the following results (from 2024 data) MAP 070 online = 80.36% traditional = 69.57% MAP 072 online = % traditional = 80.36% MAP 074 online = 82.26% traditional = 69.57% MAP 076 online = 100% traditional = 100% MAP 078 online = 80.36% traditional = 69.57% MAP 080 online = 100% traditional = 100% MAP 082 online = 100% traditional = 100% MAP 086 online = 100% traditional = 100% MAP 088 online = 100% traditional = 100% MAP 090 online = 100% traditional = 100% MAP 091 online = 100% traditional = 100% I will continue to monitor pass rates and adjust delivery methods as needed.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Accreditation requirements are what drive all curriculum and lab standards. We have to make sure the curriculum with exams is aligned with the standards, as well as how we check off students for their hands-on skills. The instructor sends out course surveys to gather data and ensure students are responsive to instruction and all course components. Assistance provided to students: LEAP, tutoring, counseling, financial aid, BIT team
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. If yes, describe any strengths or challenge to program of study implementation.	Yes We have a very strong program with a lot of equipment that gives students the best hands-on experiences. The challenges of the program has been instructor/student ratio, but we are currently addressing that need, as well as needing additional lab space. 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 program does not have a direct link to adult education. The program does not currently offer dual credit opportunities. We do not accept prior learning transfer or work credit due to accreditation guidelines. Support services: Lake Land offers a number of wrap- around services for our students: including but not limited to tutoring, academic counseling, mental health counseling, career services, financial aid services, TRiO support services, food bank, and referral to community services. Career services offer students assistance with resume development and information related to job opportunities in the community.
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?	Simulation equipment Specimen Collection and processing equipment Phlebotomy training arms Online lectures with student note sets (they are blank and they have to fill in to ensure they are watching the lecture video)
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?	Director of Dual Credit manages Dual Credit at the college All 31 public school districts and three additional private high schools offer dual credit opportunities. However, none of these offerings apply to the current certificate program.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The students are required to complete 160 clinical hours at an approved facility. These opportunities improve the curriculum by letting the students do the hands-on skills on live patients and actually be in the Dr. office flow. This better helps the program because if the instructor sees something interesting while in clinicals with the students, we can bring that to the classroom. For example, the instructor noticed a new piece of equipment that was being used in the clinic for specimen processing. The Director filled out a request to order one, and it was approved. So now the students are using the same equipment that is out at the clinical sites, which prepares them to be able to work the machine properly once they get out to the jobsite.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Yes CAAHEP/MAERB
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes CCMA credential
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.	CCMA 100% pass rate Every student who completes the program has sat for this certification and they have all passed the exam on their first attempt.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Advisory Committee members have increased New clinical locations have been added: SSM Health, Horizon Health, Vital Skin Dermatology, Prairie Cardiovascular Institute I would like to get a job fair going or find a way to be involved with the nursing job fair and have the facilities that employ CMAs also give information out.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The instructors use internal partnerships with tutoring services, career services, counseling, financial aid, Perkins, and other student services to provide support services to students.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	One professional development day in fall and 2 in spring. Full-time faculty must complete 3 hours in the fall and 6 hours in the spring. The Program Director also attends the AAMA Conference (is approved with Perkins) for professional development and credentialing requirements. For adjuncts: Adjunct staff development is voluntary but highly encouraged to attend three, half day sessions per academic year.

	There are assessment software and learning management system training sessions provided throughout the academic year. Faculty can attend conferences and free webinars anytime throughout the year with approval and resources when needed.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have opportunities to receive training in the areas of diversity, equity, inclusion, and belongingness at college staff development days (spring and fall semesters), state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	There are multiple up-to-date computer labs across campus. VMs for students so they can access software and work anywhere on campus and at home. Simulated mannequins in the lab The textbook company has online simulations that is included in their fees for the textbook
3.18 What assessment methods are used to ensure student success?	Courses are assessed annually or each semester. Programs are assessed once a year. HelioCampus 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?	Divisional meetings Advisory Committee meetings
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	We offered a hybrid-only program this year, and we had really good numbers compared to the traditional setting. Also, PATH grant helped fund some marketing bags for Program Director to hand out to potential students and incoming students. We implemented a new book which has a new online simulation program. We were granted some PATH money to purchase equipment (\$2500)
3.21 How satisfied are students with their preparation for employment?	We are required by accreditation to send out a graduate survey to all students. Out of this last graduating class, 6 students have completed the survey. There is a question on the survey that

How is this student satisfaction information collected?	states: “ The program prepared me to perform all clinical and appropriate skills for an entry-level medical assisting job”. Out of the 6 who have completed the survey, 5 marked strongly agree and 1 marked neutral. There was another question that asked “Overall, the program prepared me very well to do entry-level medical assisting work”. 5 marked strongly agree and 1 marked neutral. There was 18 total questions and for every question, 5 marked “strongly agree” and 1 marked “neutral”. Student Satisfaction is collected annually using SurveyMonkey.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee meets once a year. Feedback is welcome and discussed. The Program Director will then meet with the DC and go over the recommended changes. If it is a curriculum issue, it must then go through that committee. If it is something smaller in nature, then the Director reviews the material, discusses with DC, and changes can be made. For example, there was mention that the manager thought the students needed more time practicing with pediatric patients and giving immunizations. She had noted that the students were uncomfortable and unsure. The program made sure to revise the material taught and focus on those key areas more in the lab. The engagement can be improved by people attending the meetings. We have seen a drastic decline in attendance. We do send out minutes to those not in attendance, but generally no feedback is given.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Clinical placement Advisory committee Clinical externship
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	We tend to have high satisfaction rates every year. A survey is sent out to employers 6 months after graduation.
3.25 What are the program’s strengths?	I think the amount of equipment that the program has with the mannequins and essential supplies is a really big positive for our students. They get the "real- life" experiences in the classroom, using the same equipment they will use in the field.

3.26 What are the identified or potential weaknesses of the program?	I think that the timing of classes was a challenge for students, and I think the hybrid setting really helps with that. I will say that I think we may need to do some adjusting to lab hours if hybrid is going to be the preference of course offerings. This is on the list to be discussed with DC at our next meeting. One of the biggest issues we face is scheduling times for the proctoring center so they can take their exams. That has been a big challenge this year.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Need more lab space Need a lab assistant					
Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	CRT.MAP				
CIP Code	51.080				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	44	39	42	25	42
Number of Completers	26	29	29	20	22
Other (Please identify)	This includes 2 admission cohorts reporting on annual enrollment. While the number of completers only reflects one admission cohort.				
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	PIE REPORT: Disaggregated data provided for enrollment, retention, and completion.				

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.)	Lake Land College Program Improvement and Enhancement- Enrollment Demographics
How does the data support the program goals? Elaborate.	The program tracks student retention, completion and enrollment numbers. The program monitors certification exam pass rates. With all of these tracking mechanisms, we are able to monitor student success and ensure that program goals are being met.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Students who are placed into remedial math and reading struggle a little more than students who do not in relation to retention. Low-income students are less likely to be retained than students with higher SES. First-gen students are also less likely to be retained than non-first-gen students.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The college is identifying areas for improving student success with the new strategic plan efforts which has just begun.
Are the students served in this program representative of the total student population? Please explain.	The program tends to have higher female students than male students. Other than gender, the program reflects the college population in general.
Are the students served in this program representative of the district population? Please explain.	Current district population averages of the most recent census data available: on average, the College's district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois. Again, there is a higher percentage of female to male enrollees in this program. Other than that, the program reflects the district population in general.

Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	Based on student success outcomes and program surveys of both students and employers, the program seems to be successful and employers are happy with their skill set.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Currently, the program is struggling to fit into our lab space, and it would be great to expand the area to have more lab space for students to practice their hands-on skills. The program is looking into different options to be able to do online proctoring of exams. To encourage students to access student support services available to them. i.e.- tutoring, foodbank, mental health counseling, etc.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program is meeting the objectives.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Retention is lower for first-gen, low-income, and remedial students. Instructors do their best to point students to available resources within and outside of the college to help address their challenges.
Resources Needed	Lab assistant Bigger lab space More exam tables and wall-hanging blood pressure equipment Curtains to separate out “rooms” to make it more like a Dr. office setting
Responsibility Who is responsible for completing or implementing the modifications?	Molly Yeske Erin Swinger Ike Nwosu Micheal Downton

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Physical Therapy	AAS	63.5	51.0806	AAS.PTA
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		The objectives for the Physical Therapist Assistant (PTA) Program are to prepare graduates to pass the National Physical Therapy Examination – PTA Test (NPTE-PTA), obtain a license as a physical therapist assistant, and successfully enter the workplace. Provide students with the curriculum and resources that are current and in compliance with standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE). Successfully complete and pass all courses of the Program and provide evidence-based practice as a member of the health care team. Pass the National Physical Therapy Exam (NPTE). Graduates seeking employment will be employed within one year and work under the supervisor of a PT in an ethical, legal, and safe manner. Understand the importance of lifelong learning.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The NPTE-PTA is the professional examination for licensure and is administered by the Federation of State Boards of Physical Therapy. Pass rates for the last 5 years are as follows: 2020: 94.1% 2021: 100% 2022: 88.9% 2023: 93.3% 2024: 100% Employment Rate (6 months' post licensure) 2020: 100% 2021: 100% 2022: 100%		

	2023: 100% 2024: 100%
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	In 2022, the program identified a need to continue annual course and program assessment as well as annual review of course materials to reflect contemporary practice and high board pass rates. Over the past five year, the program has continued to assess course and program outcomes annually as well as course content. Changes to course content have been made as needed as well as additional instructional methods. These approaches have been utilized to adapt to multiple learning styles of students.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Martha Mioux, Program Director of PTA Jessie Palmer, Academic Coordinator of Clinical Education and an program instructor. These instructors provided all of the information for the review. Advisory Team Lynn Breer, Director of Institutional Research & Reporting, provided assistance with data collection and 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.	Stakeholders include the PTA Program Advisory Council – local PTA, PT’s, clinical instructors, employers, and the Illinois Physical Therapist Educators — a group consisting of PTA Program Directors and faculty who teach throughout the state. Meetings discuss state and local laws, rules & regulations, changes in the profession, trends affecting enrollment, curriculum model and possible changes, pass rates, enrollment, accreditation updates and etc.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	Yes, there is a prerequisite. BIO-100 is a prerequisite. The program coordinator has been in contact with the division chair and instructors of BIO-100 for quality purposes.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The PTA Program is a 63 credit hour associate’s degree. Within these credit hours, the program has 720 practicum clock hours. The state mandates a minimum of 600 practicum hours. The additional clock hours allow for 3 different clinical rotations and

	therefore more knowledge in different areas of physical therapy. The program curriculum is based on current literature and research, the standards set forth by the Federation of State Physical Therapy Boards, and the Title 68: Professions and Occupations Chapter VII: Department of Financial and Professional Regulation Subchapter b: Professions and Occupations Part 1340 Illinois Physical Therapy Act Section 1340.20 approved Curriculum which outlines “the minimum required subject matter and activities”.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to a Lightcast occupational report, between 2025 and 2035 they are estimating an 8.1% increase for physical therapy assistants in Lake Land College’s district. While the demand is lower than the national average for an area of similar size, the job posting activity is higher than the national average. Between January 2025 and November 2025, there were 159 unique job postings from 42 employers competing for PTAs. According to onetonline.org, there is a bright outlook for PTAs in Illinois between 2022 and 2032. They are projecting a 23% increase in growth.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to onetonline.org, projections between 2022 and 2032 indicate a 23% projected growth for PTAs in Illinois and Lightcast is projecting a 8.1% increase over the next 10 years. Projections between 2020 and 2025 indicated an approximate 20% increase statewide.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Use the Lightcast report or ONETonline for national and state labor market. ONET link: https://www.onetonline.org/ The Illinois PTA Educators discussion groups. Another resource is IDES. IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html This data is reviewed a minimum of every five years.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	The PTA Program works hard on recruitment through different College activities. This includes: ☐ Career Day hosted each fall ☐ 8th Grade Day in the Spring ☐ The Program has had spotlights in college publications. ☐ Laker Visit Day ☐ ETC Day – in the past ☐ Individual and Group Tours of the program

	☐ Principles, Deans and Counselors Meetings ☐ Dual Credit Students and careers in health care classes AHE-051 ☐ Allied Health Open House at ETC
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	• The program director makes note of any performance gaps in program assessment data or other sources of evaluation. • The program director discusses the area of concern with all faculty members who teach in the identified area. • The program director discusses the issue with the division chair and suggests a solution to the problem. • After division chair approval, the program change is submitted to the Lake Land College Curriculum Committee for discussion and approval. • After committee approval, the vice president for academic services will approve the change(s), complete the needed paperwork, and submit the proposal to the Illinois Community College Board for their evaluation and approval.
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.	Reduced credit hours from 66 to 63 Curriculum model has been changed Course contents have been changed
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	Program director reviews the program budget annually and changes are noted and submitted for next year's budget if the current budget cannot accommodate the necessary purchases. Course fees are being reassessed over the next 12 months. The costs for the institution include faculty salaries and benefits, lab space and equipment, classrooms, faculty to lab ratio and supplies. When compared to other Allied Health Programs, the equipment costs are less, fewer supplies are used, and in the

2	- How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). - Revenue Analysis - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	labs the faculty to student ratio is greater than nursing and dental hygiene. Tuition and college fees are same per credit hour; however, course fees vary. The college pays for the program through tuition and fees, state reimbursement, equalization, property taxes, perhaps a specific grant, Perkins, etc. The annual Program Improvement Enhancement (PIE) reports provide enrollment, retention, course persistence, and completion rates for PTA. Currently we have 2 faculty with a total of 20 students. This year is a 1 to 10 ratio.									
2.8	What are the findings of the cost-effectiveness analysis?	The maximum capacity for each cohort class is 24. The goal is to have 24 new students each year with a 10% or less attrition rate. However, the number of students applying for the program has consistently decreased since COVID. However, we did see a slight increase in applications for the fall 2024 cohort. For the fall 25 cohort, the College had approximately 26 complete applications and 23 were accepted and enrolled in the program. Around 10 years ago, the program would receive around 100 applications from potential students. In addition, the student preparedness is not at the level it used to be. The fact that fewer students are enrolling is impacting the overall cost effectiveness of the program.									
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.	This is not applicable to the program.									
2.4	How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	The total cost of this program including tuition, fees, and other costs (i.e., workbooks, background checks, physical, clinical attire, etc.) is \$13,500. The cost of tuition and fees is comparable to all other programs at the College. Lake Land’s tuition and fees is cheaper than neighboring community colleges.									
	How does the institution/ program assist students in overcoming financial barriers to participate in	<table><tr><th colspan="3">Tuition and Fees for 30 Credit Hours by Fiscal Year</th></tr><tr><th>College</th><th>FY24 Tuition and Fees</th><th>FY25 Tuition and Fees</th></tr><tr><td>Lake Land College</td><td>\$4,280</td><td>\$4,415</td></tr></table>	Tuition and Fees for 30 Credit Hours by Fiscal Year			College	FY24 Tuition and Fees	FY25 Tuition and Fees	Lake Land College	\$4,280	\$4,415
Tuition and Fees for 30 Credit Hours by Fiscal Year											
College	FY24 Tuition and Fees	FY25 Tuition and Fees									
Lake Land College	\$4,280	\$4,415									

this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Richland	\$4,590	\$4,620
	Kaskaskia	\$4,800	\$4,800
	Parkland	\$5,355	\$5,355
	Danville	\$5,400	\$5,550
	Illinois Eastern	\$4,260	\$5,130
	The College offers scholarships through its foundation. The College also Perkins, FASFA completion, as well as emergency funding. The College also has free tutoring, a Foodbank and mental health services and referral services for other needs.		
2.5 How will the college increase the cost- effectiveness of this program?	The College needs to focus on increasing student enrollment and students who are better prepared for college.		
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Additional recruiting would benefit all programs across the College.		
Indicator 3: Quality	Response		
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	The courses in the PTA program are all taught in traditional format. One summer course is offered in a virtual synchronous format. PTA is a competency-based program with three out of house practicums equaling 720 hours across the program. All students take the core courses in the same format.		
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The PTA program follows the Board Policy 01.03.01 Commitment to Diversity, Equity and Inclusion.		
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary	Yes, the PTA program follows the Perkins guidelines as described under the IL Post-Secondary Program of Study Approval Form. The PTA program is aligned with state standards and has been accredited through ICCB since 1990. The Program has had 4 self-studies which is an evaluation through the Commission on Accreditation of Physical Therapy Education (CAPTE). This accreditation is required to have a program. The director has over 40 years of experience as a PT and 30 years		

degree, certificate, or credential. If yes, describe any strengths or challenge to program of study implementation.	of teaching. The PTA instructor has been teaching for 4 years. They are both members of the American Physical Therapy Association (APTA). One major challenge the program faces is recruiting and retaining high quality students.
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	The PTA program is a “career pathway program”, as it allows the student to be eligible to sit for the NPTE-PTA upon graduation then obtain a license in the state of IL. The college continues to have a commitment to all programs through Board Policy 01.05, Accreditations - National, Regional, and Professional. Board Policy 01.03, Mission, Vision and Values outlines the college’s commitment to students and faculty. Guided Dual credit opportunities are offered at all 31 in-district high schools. Opportunities may vary by high school based on the availability of qualified instructors. However, Lake Land offers opportunities for students to attend dual credit offering on the college’s main campus as well as the Effingham Technology Center. Lake Land offers a number of wrap- around services for our students: including but not limited to tutoring, academic counseling, mental health counseling, career services, financial aid services, TRiO support services, food bank, and referral to community services. Career services offers students assistance with resume development and information related to job opportunities in the community.
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 program has added a software called PhysioU which gives students additional information about topics and provides practice tests. In addition, the students have been offered PEAT, which is a review course to help prepare them for their license exam. The students have also been given Score Builders which is a book to help them prepare for their license exam. The PTA students are introduced to the APTA during orientation into the Program. Students have access to additional resources from the APTA in terms of recent research, publications, journals, latest technology, student forum, exam review material, and etc.

	The students have access to updated equipment necessary to learn how to safely perform treatment for different diagnoses and different/special populations.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	All 31 public school districts and three additional private high schools offer dual credit opportunities to their students. Dual credit opportunities that apply to PTA include English composition, medical terminology, and careers in healthcare course. The number of students coming in with these credits varies each year.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The PTA program has three out-of-house clinical practicums which allows students to work with a variety of different patients with a variety of different diagnoses. They are strategically placed in the 3rd, 4th and 5th semesters. The first clinical practicum is after the students have successfully completed one full year of training. These clinical practicums bring real-life patients experiences to the student. By maintaining quality and dedicated clinical instructors and the variety of clinical sites, this will continue to maintain/improve the quality of the clinical experience for the student.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	Yes, the program is accredited by Commission on Accreditation of Physical Therapy Education (CAPTE). All PTA programs must be accredited through this organization.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No apprenticeships are available outside of the 3 out-of-house clinicals.
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	National Physical Therapy Examination – PTA is the professional examination for licensure and is administered by the Federation of State Physical Therapy Boards. Pass rates for the last 5 years are as follows: 2020: 94.1% 2021: 100% 2022: 88.9%

	2023: 93.3% 2024: 100%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The PTA program has no formal articulation or cooperative agreements.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	This is a continuous process of seeking new clinical sites (partnerships) in the PTA program. Current clinical sites are at hospitals, outpatient clinics, long term care facilities, etc. If a new PT clinical opens in the district/area or a PT Cooperation is seeking additional school affiliations a contract is signed between the two parties.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The PTA program continues to partner with the Advisory Council and the Illinois Physical Therapy Educators to advance outcomes.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Faculty continue to attend continuing education courses to maintain their licensure in the state of Illinois and for improvement/advancement of curriculum. Funds come from Perkins, Innovation, and the program's budget. LLC provides a sponsored professional development for faculty. Full-time faculty are required to attend 9 hours of staff development per academic year. In addition, there are assessment software and learning management system training sessions provided throughout the academic year.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The College offers Safe Zone and other potential DEI professional development each year.
3.17 What is the status of the current technology and equipment used for this program?	The PTA program has sufficient and up-to-date equipment for the students to use. When the program moved into the new Effingham Technology Center in fall 2025, equipment was updated along with purchasing new equipment, and expansion of lab space. The class environment has improved due to the new building, better layout, more natural lighting, equipment, and more space.
3.18 What assessment methods are used to ensure student success?	Courses are assessed each semester. An annual report must be submitted to the commission of accreditation and the program is annual assessed for the college. The college is converting to HelioCampus for assessment software.

	In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the Program Improvement and Enhancement (PIE) reports. The advisory council continues to assess the program annually.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Assessment results are examined at least annually by faculty to address strengths & weaknesses. If a weakness is found, faculty work together to come up with a solution. The Advisory Council can identify gaps and their recommendations are integrated into curriculum. The Federation of Physical Therapy generates a report based on student license exam results and they are compared to other students at the state and national levels. Faculty review this data and identify program areas to strengthen.
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?)	PTA faculty reviews curriculum annually and course content evolves in conjunction with changes in the profession. Over the past five years, the curriculum model was changed, and concepts of physics was removed to reduce the number of credit hours for the program.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The PTA sends out a survey in January of the previous graduating class. It is an electronic survey. Results indicate overall students are satisfied with course content and clinical experiences. Overall, students are happy with their PTA experience at Lake Land College.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The Advisory Council bring knowledge to the ever-changing landscape of the profession. They are PT, PTA, employers, clinical instructors, supervisors and etc. These dedicated members bring their expertise to the program. The focus for improvement would be to expand membership on the advisory council to get a broader range of feedback.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Local employers come and speak to students concerning job openings and future employment.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers are very satisfied with the LLC PTA Program alumni. Employer surveys are sent out annually.

How is employer satisfaction information collected?					
3.25 What are the program's strengths?	New facilities and smaller class sizes allow for more one-on-one hands-on training with instructors. The laboratory is equipped with the state-of-the-art equipment and ample supplies to carry out many different treatments.				
3.26 What are the identified or potential weaknesses of the program?	Higher enrollment numbers and students better prepared for college.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Strategic recruitment strategy needs to be implemented. Given the project employment numbers, the program needs resources to increase recruitment efforts.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Retention continues to be an issue. Retention rates continue to be high in the first year. There is no tutoring for PTA core classes because no one is qualified for tutoring. There is an internal barrier to getting qualified faculty "hired" as tutors in Allied Health programs.					
Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	Physical Therapist Assistant Program				
CIP Code	51.0806				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	26	24	20	29	33
Number of Completers	10	9	15	9	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.)	Disaggregated data, including gender, race, low-income, academically disadvantaged, single parent, and working status, related to enrollment and retention numbers and rates are reviewed annually. We have reviewed the acceptance processes and recruitment practices and there is nothing that discriminates based on ethnicity, race or gender.
How does the data support the program goals? Elaborate.	The data supports the program goals by providing information related to retention and completion.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There tends to be a higher percentage of women in the program versus men. For fall 2025, there was an increase in male enrollment. Students who are employed while attending the PTA program are less likely to be retained than students who are not employed from Year 1 to Year 2 of the program. In addition, women are more likely than men to be retained from Year 1 of the program to Year 2.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	The College is working to develop a new strategic plan to make “education that fits your life”. The college is working to modify enrollment and recruitment strategies as well as extend hours of service in the hopes that these strategies will address some of the identified gaps.
Are the students served in this program representative of the total student population? Please explain.	The students enrolled in this program are representative of the overall college’s population of students.
Are the students served in this program representative of the district population? Please explain.	Current district population averages of the most recent census data available: on average, the College’s district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois. While more women are enrolled than men, the majority of the students in PTA are white, and around 48% are receiving PELL grants indicated they are low-income.

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.	Based on the review, the program director has identified that recruitment, enrollment, and retention are the areas that need immediate attention.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Participate in divisional level (Allied Health overall) recruitment efforts starting spring 2026 and continuing at a minimum annually.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Lake Land College has an open admission policy and accepts anyone who applies to Lake Land. As of this time, equity gaps for this program involve students who work. Working students, which encompass the majority of students, are less likely to be retained and women are more likely to be retained than men. The college is currently working to develop strategies to address some of the challenges working students encounter through its new strategic planning efforts that are currently underway. Once college strategies are identified program faculty and the program director will determine which strategies can be easily implemented and/or modified and implemented for the PTA program.
Resources Needed	Helpful resources include recruiting and marketing materials for the PTA program as well as additional opportunities for recruitment and support from the college overall for these efforts.
Responsibility Who is responsible for completing or implementing the modifications?	While the college will identify strategies to reduce the challenges facing students, the PTA faculty and division chair will determine which strategies will be most effective for the PTA program.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Commercial Truck Driving License	Crt	7	490205	
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		Designed for individuals with little or no commercial driving experience, this program includes everything a student needs to obtain an entry level driving position in the trucking industry.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The program objectives are being achieved, and students are able to attain their CDL Licenses from the Secretary of States. These students are sought after by companies looking for employees and will repeatedly return to visit and speak with the classes. Companies are also routinely sending their employees to the course for their CDL driver needs.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		1. The course curriculum will be significantly modified in order to become compliant with the Entry Level Driver Training Rule that takes effect in February 2022. The course length will be increased to give time to cover the additional topics that are required in the course. The course curriculum was modified and implemented in the spring of 2022. This modification allowed students to attend the full CDL courses or a part of it allowing for more flexibility in scheduling as well as the adoption of the Dual Credit model allowing our area High School Students to attend the classroom portion of the course then attend the driving portion after graduation.		

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.	Justin Onigkeit is the Transportation Training Coordinator and Author Bonnie Moore is the Director to the Center for Business and Industry and reviewed the document. Lisa Cole, Director of Data Analytics, provided Race, Age, and Completion data Tessa Wiles, Director of Dual Credit ISS Team for pulling student count data Division Chair and Program Coordinator will identify. Other resources include the Director of Institutional Research & Reporting. Include other instructors who may provide assistance with the review and/or help with assessment. Please include a description of their role in the process.
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.	Some of the employers we work with are: CHI Overhead doors Sherwin Williams Paints Pepsi Mid America Heartland Coca Cola Schneider National Carriers CRST May Trucking McElroy Trucking Marvin Keller Trucking Nussbaum Trucking Warner Trucking Maverick Trucking MBI Construction JB Esker Construction Siemer Milling These companies provide some of our students with employment after completion of the course. We also work with individual local companies to provide employees to fill the local trucking roles as needed. These companies also attend our advisory boards to ensure we are teaching current and up to date practices to our students.

CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	No
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	N/A
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Demand for CDL-trained drivers in the Lake Land College district is active and sustained, with employers in east-central Illinois recruiting for a variety of Class A and Class B driving roles. The Lake Land College CDL program is positioned to help fill these local labor needs, and recent federal funding reflects continued industry demand for trained commercial drivers. Overall, CDL training in this area aligns with real job opportunities near and across Illinois. LightCast reports the regional employment is higher than the national average which is typically 2,187 jobs while our district is currently 3,232, and expected to grow 2.7% in the next decade compared to the national average of 1.9% . Compensation in our area is 8% lower than the national average at \$52,935 vs the national average of \$57, 450. ONETonline also lists CDL drivers as a bright outlook occupation projection 3-4% growth between now and 2035. IDES lists an estimated 2.97% growth between 2022-2032 with 219 additional jobs annually for the Lake land College area. .
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Demand in the past five years has increased significantly with the adoption of the Entry Level Driver Training Rule. Since the implementation we have seen an average annual increase of 180% for headcount. In the next five years demand is projected to remain stabilized or increase with the current FMCSA crackdowns on authorized schools, and non-domiciled drivers and the industry adapting to these changes.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	LightCast, ONETonline, and IDES reports are 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?)	Currently we have begun speaking with students at the 8 th grade career day, we again speak with them at multiple career events throughout high school. Additionally, we utilize Radio ads, Facebook, word of mouth, and have digital ads that are on streaming platforms.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Changes that are needed would be evaluated by the instructional staff within the program and brought before the college’s curriculum committee and then ICCB for review.
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.	Over the past 5 years we have significantly changed the program by adding course selections and offerings as well as extending the program length from 4-6 weeks for our Class A offering and 2-4 weeks for our Class B. We have also since added 3 new courses and are looking into adding one additional in the future.
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.).	The costs associated with this program are: Personnel Requirements I.e. Pay, Insurance, etc Vehicle operating expenses with fuel, maintenance, replacement, insurance. These costs are similar to other programs within the college and the program is paid for utilizing revenue from enrollment. The CDL course is different in we begin a new session every two weeks allowing more classes per year and running year round.

4 • Revenue Analysis • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	
2.9 What are the findings of the cost-effectiveness analysis?	D/C and P/C—Does the college have the student enrollment and retention needed to support the cost of the program? Does the current student enrollment for the program meet or exceed the minimum course enrollment? What are the fill rates for program specific courses in the most recent semesters? Do they exceed the minimum course enrollment numbers? What impact does this have on the program?
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	The CDL program was awarded a grant by the Federal Motor Carrier Safety Administration CMVOST grant, however this grant only covers student tuition not personnel, equipment, etc and the program was sustainable and will remain sustainable after the grant runs it's course.
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)	This course is more expensive then the other courses on campus by credit hour due to the other costs associated with the equipment, fuel, maintenance etc., however, we are comparably priced with the other community colleges near us, and below the majority in the state and nation.
2.5 How will the college increase the cost- effectiveness of this program?	We continue to look for grants and scholarships that will help students pay for or receive assistance for tuition and fees for the CDL courses.
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?	Online, face-to-face, hybrid is offered, but vary by course, for example CDL 010, 011, 012, 013, 040, 041, 042 are only in person, CDL 043 and 090 are in-person and Hybrid, and 030 is only online. The success rates for CDL 043 and CDL 090 cannot be determined at this point since this is the first semester with the hybrid option.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Course materials are selected by review of the material for accuracy, often utilizing a trial period to decide if the format works for our classrooms. Currently we are utilizing a training program that is updated quarterly for changes to law, rules, etc.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. 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	Yes, Answer these questions: 9. Does the program have connections to adult education? Yes. The CDL program serves adult learners through workforce training opportunities offered by the college. Adult students may enroll in the CDL program to obtain the knowledge and skills required to earn a Commercial Driver's License and enter the transportation workforce. The program provides accessible training opportunities for adult learners seeking career advancement, career changes, or entry into the trucking and transportation

no, please describe if and how the college will improve the program based on the career pathway elements.	industry. 10. What kinds of opportunities are offered to adult learners? Adult learners have the opportunity to enroll in the CDL training program to gain the skills necessary to obtain a Commercial Driver’s License and pursue employment in the transportation industry. The program provides both classroom instruction and hands-on driving experience that prepares students for CDL licensure and employment. Adult learners also benefit from the college’s workforce development services, career advising, and job placement resources. 11. Prior learning assessment: how does your program offer credit for prior learning and work experience? No prior learning credit is given due to the state 160 hour requirements and the inability to verify experience. 12. Career pathways: Does the program offer dual credit opportunities? What kinds of opportunities are offered? - Yes. Dual credit opportunities are offered to seven in-district high schools. Opportunities may vary by high school based on the availability of qualified instructors. In addition, students have the opportunity to participate in dual credit coursework at the Effingham Technology Center. These opportunities allow high school students to begin earning college credit while preparing for careers in the transportation - We are also working to expand career pathways into other degrees offered by lake Land College.
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 flexible course options as well as the dual credit CDL courses.
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?	We began offering dual credit CDL courses in the Fall 2024. During the first round of classes we had 8 students from 4 high schools, in the Spring 2025 semester we had 4 students from 3 schools. During the Spring 2026 semester it has ballooned to 38 students from 6 separate area high schools as well as a waiting list. We have opened the dual credit course for Spring 2027 and it reached the capacity and closed the same day it opened. This dual credit course is designed to teach the students the Entry Levelt Driver Training Theory course as well as a life skills course focused on the transportation industry. Participating High schools are: Shelbyville, High School Marshall High School

	Dietrich High School Teutopolis High School Stew-Strauss High School North Clay High School Effingham High School
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?	We have had a handful of CDL apprentices during this review period, however these have all been front loaded apprenticeships.
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.	Commercial Drivers License
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Yes, we have DOL registered apprenticeships with two local businesses for CDL drivers.
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.	Commercial Driver License
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	None

partnerships?	
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	None
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Staff development is offered every semester and all personnel are encouraged to attend the sessions they are interested in to improve their skillset. Full Time CDL instructors are attending the North American Transportation Institute (NATMI) Certified Instructor Training once they have two years of instruction experience as well as other certifications once they become eligible. Other training as scheduled is available for all instructors over course and class development and adult learning methods. The CDL program does not have any adjunct personnel. There are assessment software and learning management system training sessions provided throughout the academic year. Faculty can attend conferences and free webinars anytime throughout the year with approval and resources when needed.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have opportunities to receive training in the areas of diversity, equity, inclusion, and belongingness at college staff development days (spring and fall semesters), state conferences, and national conferences.
3.17 What is the status of the current technology and equipment used for this program?	Multiple up to date computer labs across campus. VMs for students so can access software and work anywhere on campus and at home. In addition we have a current driving simulator as well as virtual reality goggles.
3.18 What assessment methods are used to ensure student success?	Courses are assessed annually or each semester. Programs are assessed once a year. HelioCampus 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?	N/A
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?)	None
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Students are satisfied with their level of preparation for employment. They also understand that this is a basic course and follow on training is required during orientation with new employers. Student Satisfaction is collected annually from core program courses that the majority of students take in their final semester before completing the program. The survey is collected electronically using SurveyMonkey. Results are compiled and shared with program coordinators and division chairs.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The CDL advisory committee reviews the current curriculum with employers and reviews items they would like to see added to or taken from the curriculum. The National Association of Publicly Funded Truck Driving Schools (NAPFTDS) allows us to talk to other schools throughout the nation for ideas to improve dependent on not only trends for our area but the industry in general. Courses can be expanded as well as more flexible course options for employers can be offered.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Placement, apprenticeships.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction	Employers are very satisfied with the graduates of the program and often call back looking for other graduates as they either move on or if the company expands and needs more employees. We do not collect employer satisfaction data as students from this course go to work for a wide range of employers that are not local and are very large organizations that will not know the employee

information collected?	personally
3.25 What are the program's strengths?	Program strengths is our ability The program strengths are small class sizes and student to instructor ratios of no higher than 4 students to 1 instructor. This allows the instructors to individualize each student and get to know their individual learning styles as well as identify the student's strengths and weaknesses to tailor the training for their improvement on specific areas. Another strength is changing instructors week to week, and the ability to move the students between instructors. We have noted that one instructor may not be able to communicate to a student where another instructor will be able to get the information across by phrasing it a slightly different way. This approach greatly increases learning by students. Small individualized training also allows more flexibility in scheduling and we can tailor courses to fit individual students schedules for work and childcare.
3.26 What are the identified or potential weaknesses of the program?	Weaknesses of the course are we are dependent on the vehicles being operational as much as possible as well as students showing up on time and making progress. The weather also plays an important role as we do not want to place students or staff in a dangerous situation by allowing untrained student to operate vehicle in unsafe weather conditions.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	no
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
There have been no barriers during this time.	
Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.	

CTE Program	Commercial Truck Driver Training				
CIP Code	490205				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41	110	248	235	174
Number of Completers	Unk	Unk	Unk	Unk	164
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.)	All CDL students are considered Part time due to program and credits earned, except for 3 students that were also attending the John Deere program.				
		Enrolled =			
	Demographic	% Enrolled	% Retained to Following Fall	% Completed	
	Full Time	0		0	
	Part Time	100			
	Male	94			
	Female	6			
	White	87			
	Hispanic	1			
	Black	10			
	Other	2			
	Employed Full Time	Unk			
	Employed Part Time	Unk			
	Economic Disadvantaged	15			
	Academic Disadvantaged	Unk			
	First Generation	46			
	Non-Traditional Age	79			
	Traditional Age	21			
	How does the data support the program goals? Elaborate.	The data shows that the CDL program is meeting it’s goals. Predominantly the industry in general is Male dominated and that is shown by the students it naturally attracts, however there is a notable Female population that lines up with industry averages. The CDL program also has an above area average with black students.			

Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There are no gaps in the data, The U.S. trucking industry is heavily male-dominated, with women comprising approximately 9.5% to 15.7% of professional truck drivers, according to recent 2023-2025 reports. While the workforce remains largely male (roughly 84-90%), the number of women in the industry has seen growth. Our numbers are close to the industry average. In addition, our racial demographics show the Lake Land College district has a predominantly white population, with student enrollment data indicating approximately 88-89% white, 3% Hispanic/Latino, 3% Black/African American, and 3-4% other races or mixed backgrounds. The CDL numbers show along those lines with a substantially higher black enrollment.
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.	There are no identifiable gaps with this program.
Are the students served in this program representative of the total student population? Please explain.	Yes, current district population averages of the most recent census data available: on average, the College's district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois. The CDL numbers show along these lines
Are the students served in this program representative of the district population? Please explain.	Yes, Current district population averages of the most recent census data available: on average, the College's district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois.
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 Lake Land College CDL program has been growing and looking at ways to expand its reach and the services it is providing to the students at the college and community in whole. In the future we're looking to add Workforce Pell options as well as more apprenticeships.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	We have already renumbered the courses to align with Workforce Pell options and have started the conversations into adding CDL as a micro credential or elective for other courses at the school past what is already in place. Timeline will be Fall 2026 for Workforce Pell as the restructuring was approved by the curriculum committee in Fall 2025.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will monitor and look at what needs to be changed and take the appropriate steps at that time.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	There were no equity gaps identified.
Resources Needed	We have budgeted for the next year, but vehicle and lot maintenance/replacement are projected in the next 5 years.
Responsibility Who is responsible for completing or implementing the modifications?	Transportation Training Coordinator

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2026-2027		
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
Paraprofessional Educator	Program offers both AAS and CRT	31.0 for CRT.PRPRO AAS. PRPRO 57.2 hours	13.1501 43.0102	CRT.PRO
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program is designed to provide students with the knowledge base and practical skills necessary for assisting teachers in a public school setting. The degree is suited for individuals who desire a career working with children in an educational learning environment. Graduates of the program be able to become a teacher assistant in school settings.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		The program provides the knowledge base and practical skills necessary to assist children and teachers in public school settings. Passing an exam is required. Students take the exam in workforce development. Students are encouraged to check with their local school district on the education requirements. Some districts have hired individuals who have passed the test and not received a degree.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		The plan of action was to spend a little more time mentioning this certificate and degree to garner interest from potential students at Laker Visit Days and Career Days.		

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 – Charlie Jarrell keeps up to date with any changes to the test or this program conveyed to him through ISBE. Tanille Ulm - Program Coordinator attends the in person meetings and learns of changes to paraprofessional programs statewide. Director of Institutional Research & Reporting Lynn Breer and Lisa Cole for data analysis.
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 Committee members for ECE only briefly mentions paraprofessional and teacher assistant information. Our students created holiday cards for all the local paraprofessionals union members when they had an appreciation day on Lake Land campus led by Hayley Haskett.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are prerequisites, corequisites, or minimum placement test scores for this course. The AAS requires a practicum experience in ECE 125. Our recommended curriculum is outlined by the Illinois State Board of Education, so the student's assignments/tasks/portfolio looks a little different than the ECE program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The rationale for the CRT.PRPRO is the fast track for a district that is willing to hire an individual who has passed the exam. We always encourage the associate degree for the students to make themselves more marketable.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	Employment(2022) 54,160 employees Projected employment(2032) 55,510 employees Projected growth(2022-2032) 3%
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	The projected growth has remained steady at 3%

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Another resource is IDES – states this Para-Professionals – Occupations in which workers perform some of the duties of a professional or technician in supportive roles, usually requiring less formal training and/or experience normally required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a “New Careers” concept. Includes: library assistants, research assistants, medical aids, child support workers, police auxiliary, welfare service aides, recreation assistants, homemaker aides, home health aides, and kindred workers. This remains at 3% growth. IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	We have added more conversation and slides to our powerpoint about the paraprofessional program. We present at Laker Visit Days, Career Days, and other campus-wide open houses during both spring and fall semesters. I try to get in at least two or three high school visits per semester and attend career fairs put on by high schools as well.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	There have not been any recent program changes submitted to the Lake Land College Curriculum Committee for discussion and approval. • During our PIE annual meetings we have discussed the numbers of enrollees and it is a statewide issue. We not only have a teacher shortage crisis, but schools are in desperate need for paraprofessionals as well.
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 action plan is to revise our recruitment and employ new strategies while we present to potential students.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response

2.15 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). • Revenue Analysis • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• Tuition, course fees, state reimbursement, equalization, property taxes, we utilize the Perkins Grant. • The cost of this program is comparable to similar programs across campus and similar to other surrounding colleges (Parkland, Heartland) • 4 students are enrolled to one faculty Most common costs are covered by tuition and fees along with funding (property taxes and equalization received from the state).																								
2.10 What are the findings of the cost-effectiveness analysis?	The program needs to have a significant increase in enrollees. ICCB at the ECACE convention urged the community colleges to keep the paraprofessional programs intact in the community colleges even though numbers are low.																								
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)	<table><tr><th colspan="3">Tuition and Fees for 30 Credit Hours by Fiscal Year</th></tr><tr><th>College</th><th>FY24 Tuition and Fees</th><th>FY25 Tuition and Fees</th></tr><tr><td>Lake Land College</td><td>\$4,280</td><td>\$4,415</td></tr><tr><td>Richland</td><td>\$4,590</td><td>\$4,620</td></tr><tr><td>Kaskaskia</td><td>\$4,800</td><td>\$4,800</td></tr><tr><td>Parkland</td><td>\$5,355</td><td>\$5,355</td></tr><tr><td>Danville</td><td>\$5,400</td><td>\$5,550</td></tr><tr><td>Illinois Eastern</td><td>\$4,260</td><td>\$5,130</td></tr></table> The cost of tuition and fees is comparable to an average beginning salary for people in this occupation. Students	Tuition and Fees for 30 Credit Hours by Fiscal Year			College	FY24 Tuition and Fees	FY25 Tuition and Fees	Lake Land College	\$4,280	\$4,415	Richland	\$4,590	\$4,620	Kaskaskia	\$4,800	\$4,800	Parkland	\$5,355	\$5,355	Danville	\$5,400	\$5,550	Illinois Eastern	\$4,260	\$5,130
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	shouldn't incur too much student debt and be able to make a reasonable salary depending on where they find a job. We have 2 students 66.67% who are economically disadvantaged (Pell Eligible) and 66.67% first generation. The students enrolled are working part time. 3 graduated in 2025 and were able to get employed with school districts in Sullivan and Shelbyville.
2.5 How will the college increase the cost- effectiveness of this program?	Recruitment efforts need to be expanded to increase enrollment.
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?	Our courses are offered online, face-to-face, hybrid, open lab. We offer hyflex modality as well. Q2 – Course Persistence Report provides a summary of success rates for online vs. face-to-face course sections. Using PIE and persistence reports provide successful completion rates by modality for core courses: For example: The course persistence percentages for online versus ECE 083 traditional = 100.0% ECE 095 traditional = 100.0% ECE 110 online = 12.5% traditional = 87.5% EDU 103 online = 64.7% traditional = 35.3% EDU 200 online = 100% EDU 210 online = 100% ECE 125 – 1 25.0% and 1 at 75.0% We will address obvious differences in success to enhance successful completion by recommending ECE 110 and EDU 103 to be taken in person over online.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Students are referred to LEAP, offered free tutoring, counseling, & financial assistance. The students find they need assistance with Math for Elementary Education and and some of their general ed courses, such as BIO 100 or HUM150.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? Perkins V defines programs of study as secondary-to-postsecondary sequences of academic and CTE coursework that lead to a postsecondary degree, certificate, or credential. 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.	No
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?	Examples: Simulation equipment, new approach to teaching and learning, technology, new software, delivery methods, etc.

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?	We could ask the Director of Dual Credit to consider paraprofessional programs as a dual credit option. This could benefit the program by identifying students at a young age to see an increase in enrollment.
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 students complete practicum hours at local schools, and this provides them with valuable work-related learning opportunities. I believe we should try to network and make more connections with actual paraprofessionals in the region that would be willing to allow students to shadow them in the classrooms.
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).	Most students level up in the paraprofessional field through the SIDS/Shaken Baby/mandated reporter training acquired here at Lake Land College. We should definitely look up paraprofessional professional development organizations to link students up to upon graduating.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	We are an entitled institution through Gateways of Illinois and students can have their training hours in their registry upon completion with experts in person that come to campus to conduct the trainings.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	There are, but I'm not sure students are taking advantage of this opportunity. It took forever for any student to respond to a paid apprentice opportunity at Montessori Kids Universe.
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.	All of our students have passed the exam and went on toward gainful employment upon graduation.
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	The Advisory committee had a changing of positions – Angie Gordon Hunt replaced Tammy Helm I will be following up with Hayley Haskett on how we can team up with the Paraprofessionals Union in the near future.

partnerships?	
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	We will be trying to form a partnership with the apprenticeship program here at Lake Land College to solidify a placement for a teacher assistant at Montessori Kids Universe. Ownership changed at MKU, so the individual we identified didn't work out for this semester, but we hope to find someone for them summer and fall 2026.
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?	One professional development day in fall and 2 in spring. For full time –I lead one both fall and spring. There are assessment software and learning management system training sessions provided throughout the academic year. Faculty can attend conferences and free webinars anytime throughout the year with approval and resources when needed. Through the Innovative Funding I attended one session geared toward paraprofessionals at the ASCD Pump up for PreK Conference in Chicago.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Faculty members have many opportunities to receive training in the areas of diversity, equity, inclusion, and belongingness at college staff development days (spring and fall semesters), state conferences, and national conferences. The state conferences I've attended usually will offer a session about paraprofessionalism.
3.17 What is the status of the current technology and equipment used for this program?	We have multiple up to date computer labs across campus. VMs for students so can access software and work anywhere on campus and at home. We have students meet in the computer lab in Luther Student Center to have Tina lead us in Career Services training for the creation of our professional documents.
3.18 What assessment methods are used to ensure student success?	Courses are assessed annually or each semester. Programs are assessed once a year. HelioCampus 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. Students wanted to see improvement in our teacher workroom. They wanted it stocked better, so I will work with the DC by purchasing and organizing materials so they can complete their teacher workroom assignments.

3.19 How are these results utilized and shared with others at the institution for continuous improvement?	We share all our innovations and can even learn from others towards continuous improvement.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	The students complete the 13 competencies portfolio and it gets reviewed during the on-site evaluation conducted in ECE 125, however some of the content and rationale looks a little different than Early Childhood Care and Education for each section. We take the information gained from the assessments and make changes to the program toward improvement.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Student Satisfaction is collected annually from core program courses that the majority of students take in their final semester before completing the program. The survey is collected electronically using SurveyMonkey. Results are compiled and shared with program coordinators and division chairs. The students have felt highly satisfied and prepared for their field of study.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	We use/integrate their feedback for improvement and see what issues need addressed. We could have more in person meetings, but zoom is working for now. I would like to see our higher ed navigators added to the committee because they provide valuable input.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers in our surrounding districts allow our practicum students to complete their hours and we are grateful for that. Many of the paraprofessionals have been hired upon graduation at the location where they completed their practicums. We always say first impressions are meaningful.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	We conducted an employer satisfaction survey, and most said they were pleased with how we prepared the students, but many wanted those students to have basic knowledge of ECERS and ITERS, so I took the two-hour training on Early Childhood Environmental Rating Scales and purchased the scoring guides so students could receive basic information, at least on how schools get scored.
3.25 What are the program's strengths?	The program's strengths is the content and basic skills can be acquired in the courses designed for Early Childhood with minor tweaking to the assignments.

3.26 What are the identified or potential weaknesses of the program?	The weakness is the number of enrollees. This is a statewide issue. We need to work harder to find potential students.																				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Modifications to my presentation with more mention of the paraprofessional program has been made.																				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.																					
Retention is good and our wrap around support services are all in place. Course sequencing is solid and hasn't changed because it works. The only area we need to improve is accumulation and conversion. Getting more individuals interested in this program.																					
Performance and Equity																					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.																					
CTE Program	Paraprofessional Education																				
CIP Code	43.0102 /13.1501																				
	Year 1	Year 2	Year 3	Year 4	Year 5																
Number of Students Enrolled	3	2	3	4	3																
Number of Completers	AAS 2 CRT 1	3	3	3	3																
Other (Please identify)																					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender,	<table border="1"> <tr> <td></td> <td>Enrolled =</td> <td></td> <td></td> </tr> <tr> <td>Demographic</td> <td>% Enrolled</td> <td>% Retained to Following Fall</td> <td>% Completed</td> </tr> <tr> <td>Full Time</td> <td>33.3%</td> <td>33.3</td> <td>1</td> </tr> <tr> <td>Part Time</td> <td>50.0%</td> <td>50.0%</td> <td></td> </tr> </table>						Enrolled =			Demographic	% Enrolled	% Retained to Following Fall	% Completed	Full Time	33.3%	33.3	1	Part Time	50.0%	50.0%	
	Enrolled =																				
Demographic	% Enrolled	% Retained to Following Fall	% Completed																		
Full Time	33.3%	33.3	1																		
Part Time	50.0%	50.0%																			

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.)	Male	2		
	Female	2		
	White	50%		
	Hispanic	0.0%		
	Black	0.0%		
	Other			
	Employed Full Time	0.0%		
	Employed Part Time	0.0%		
	Economic Disadvantaged	75		
	Academic Disadvantaged	66.7%		
	First Generation	75%		
	Non-Traditional Age	0		
	Traditional Age	100%		
How does the data support the program goals? Elaborate.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	We are seeing an increase in males wanting to enter the one or two year program in Paraprofessional Educators. We would like to identify other gaps and work toward a goal to improve and close gaps in this 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.	It might be wise to visit the local childcare facilities and see if they teacher assistants have a desire to receive their certificate or degree			
Are the students served in this program representative of the total student population? Please explain.	Yes, we are a very small portion. With an Illinois shortage in paraprofessionals we would like to see more students enter this program, persist, and graduate.			
Are the students served in this program representative of the district population? Please explain.	Current district population averages of the most recent census data available: on average, the College’s district is 50.5% Male, 94.5% white and 5.5% minority, 12.4% of population living in poverty, \$58,226 average median income compared to \$72,563 median income for State of Illinois.			
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.	Charlie and I will meet with a couple individuals on campus soon to hear their suggestions on ways to improve this program. A meeting of the minds should help with creating a winning strategy. The need is there and we hope to fulfill it in all our surrounding communities.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Rolling out 3 ECE courses this summer and one to two in the evening at ETC in the fall to entice individuals who are working as a teacher assistant during the day and can't leave the workplace. By spring of 2027, we hope to have an increase in enrollees in the paraprofessional program, if not sooner. If our offerings bring more students to the program we will see what we should do in the spring and summer of 2027.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Our objectives are to engage with more students, so we have made more high school visits and joined in at career fairs to talk to more potential students about the program. We had MPR create a flyer to promote our program to more assistants in the facilities. Our objective will be to continue hyflex learning to help more students who are working, but who also want to be a student as well.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The gaps that exist are being examined and ways to close gaps and get more individuals enrolled in the program. We can help by sending the higher education navigators into the facilities to talk specifically to the teacher assistants. There is a huge need for directors to keep their staff and teachers during the day, so we have incorporated steps to offer more summer courses and an evening course or two at ETC in Effingham.
Resources Needed	We need to keep restocking our workroom because it was mentioned in student surveys that it needed improvement.
Responsibility Who is responsible for completing or implementing the modifications?	The division chair and the ECE instructor after being provided with the data.

DEPARTMENT OF CORRECTIONS
CAREER AND TECHNICAL EDUCATION

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Mechanics	Degree	63.5	47.0604	Automotive Service Technician Automotive Repair Technician Automotive Mechanics
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program is designed to help participants develop competencies for mid-level employment in the automotive industry while completing an associate degree. Emphasis is placed on technical skills required to work as a mechanic, diagnosing and completing major repairs. Students will develop additional general education skills to improve future employment advancement.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		This program teaches practical skills and industry standards for the automotive industry.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		N/A		

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jennifer Billingsley, Dean of Correctional Programs and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVA 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 a 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 automotive industry over the next 10 year.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	THE IDES projects a 3.31% growth rate for the automotive field between 2022-2032.
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 recruited are individuals incarcerated in the Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving the program due to 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 review confirmed that students are achieving the program objectives. Students are satisfied with their classroom experiences.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.16 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 - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	The annual personnel cost per program is \$80,500. Commodity cost per program is \$4000. Maintenance Service cost per program is \$4000 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 to instructional positions remaining vacant for a significant period. While salary rates are slowly increasing, some positions remain vacant. The program is funded through the Department of Corrections and an ICCB credit-hour grant. For security purposes, the student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time, ensuring continuous participation and maximizing benefits based on their release dates.

2.11 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 ways to spend commodity money wisely by reusing materials during lab experiences when possible. Programs may schedule DOC staff vehicles for repair work to provide lab opportunities. All repair materials are provided at no cost to the program.
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 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 in ways that 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 are 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 by completing projects under the direct supervision of an instructor, but access to industry is limited by the correctional location. Instructors are seeking industry guest speakers to address their classes.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	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?	An annual in-service is provided to share best practices and ideas for curriculum development.
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?	A hybrid trainer was added to each program in 2025.
3.18 What assessment methods are used to ensure student success?	Each year, courses and programs are assessed. HelioCampus is the assessment software used by faculty to assess course and program learning outcomes and 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. Course outcomes and measures were developed by the instructors, and the data is collected within the HelioCampus 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, instruction is modified, and best practices are 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 the 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 the 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 with enrollment or implementation.	
Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.	
CTE Program	Automotive Service Technician

CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	1	1	0	2
Number of Completers	0	6	2	0	2
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	New IDOC policies expanding earned time off sentences have altered completion rates. Students may reach their release dates before completing the class.				
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 with instructor vacancies. Also, COVID restrictions were in place in year 1, disrupting attendance and preventing students from completing the program. Progress has been made in filling the instructor vacancies. During the 5 years, 2 Automotive instructor vacancies have been filled.				
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	☒ 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 Automotive program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	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:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Mechanics	Cert	47.5	47.0604	Automotive Service Technician Automotive Repair Technician Automotive Mechanics
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program is designed to help participants develop competencies for mid-level employment in the automotive industry. Emphasis is placed on technical skills required to work as a mechanic, diagnosing and completing major repairs.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		This program teaches practical skills and industry standards for the automotive industry.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		N/A		

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jennifer Billingsley, Dean of Correctional Programs and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVA 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 a 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 automotive industry over the next 10 year.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	THE IDES projects a 3.31% growth rate for the automotive field between 2022-2032.
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 recruited are individuals incarcerated in the Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving the program due to 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 review confirmed that students are achieving the program objectives. Students are satisfied with their classroom experiences.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.17 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). - Revenue Analysis - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	The annual personnel cost per program is \$80,500. Commodity cost per program is \$4000. Maintenance Service cost per program is \$4000 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 to instructional positions remaining vacant for a significant period. While salary rates are slowly increasing, some positions remain vacant. The program is funded through the Department of Corrections and an ICCB credit-hour grant. For security purposes, the student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time, ensuring continuous participation and maximizing benefits based on their release dates.

2.12 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 ways to spend commodity money wisely by reusing materials during lab experiences when possible. Programs may schedule DOC staff vehicles for repair work to provide lab opportunities. All repair materials are provided at no cost to the program.
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 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 in ways that 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 are 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 by completing projects under the direct supervision of an instructor, but access to industry is limited by the correctional location. Instructors are seeking industry guest speakers to address their classes.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	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?	An annual in-service is provided to share best practices and ideas for curriculum development.
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?	A hybrid trainer was added to each program in 2025.
3.18 What assessment methods are used to ensure student success?	Each year, courses and programs are assessed. HelioCampus is the assessment software used by faculty to assess course and program learning outcomes and 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. Course outcomes and measures were developed by the instructors, and the data is collected within the HelioCampus 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, instruction is modified, and best practices are 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 the 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 the 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 with enrollment or implementation.	
Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.	
CTE Program	Automotive Service Technician

CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1	9	3	9	8
Number of Completers	0	18	6	25	19
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 significantly affected by the pandemic and by IDOC policies on class closures during quarantine periods. Completion rates have begun to climb in the past two years. New IDOC policies expanding earned time off sentences have altered completion rates. Students may reach their release dates before completing the 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 with instructor vacancies. Also, COVID restrictions were in place in year 1, disrupting attendance and preventing students from completing the program. Progress has been made in filling the instructor vacancies. During the 5 years, 2 Automotive instructor vacancies have been filled.				
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	☒ 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 Automotive program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	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:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Repair Technician	Cert	32	47.0604	Automotive Service Technician Automotive Repair Technician Automotive Mechanics
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program is designed to help participants develop competencies for secondary-level employment in the automotive industry. Emphasis is placed on technical skills required to work in a light repair area.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		This program teaches practical skills and industry standards for the automotive industry.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		N/A		

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jennifer Billingsley, Dean of Correctional Programs and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVA 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 a 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 automotive industry over the next 10 year.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	THE IDES projects a 3.31% growth rate for the automotive field between 2022-2032.
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 recruited are individuals incarcerated in the Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving the program due to 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 review confirmed that students are achieving the program objectives. Students are satisfied with their classroom experiences.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.18 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 - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	The annual personnel cost per program is \$80,500. Commodity cost per program is \$4000. Maintenance Service cost per program is \$4000 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 to instructional positions remaining vacant for a significant period. While salary rates are slowly increasing, some positions remain vacant. The program is funded through the Department of Corrections and an ICCB credit-hour grant. For security purposes, the student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time, ensuring continuous participation and maximizing benefits based on their release dates.

2.13 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 ways to spend commodity money wisely by reusing materials during lab experiences when possible. Programs may schedule DOC staff vehicles for repair work to provide lab opportunities. All repair materials are provided at no cost to the program.
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 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 in ways that 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 are 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 by completing projects under the direct supervision of an instructor, but access to industry is limited by the correctional location. Instructors are seeking industry guest speakers to address their classes.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	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?	An annual in-service is provided to share best practices and ideas for curriculum development.
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?	A hybrid trainer was added to each program in 2025.
3.18 What assessment methods are used to ensure student success?	Each year, courses and programs are assessed. HelioCampus is the assessment software used by faculty to assess course and program learning outcomes and 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. Course outcomes and measures were developed by the instructors, and the data is collected within the HelioCampus 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, instruction is modified, and best practices are 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 the 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 the 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 with enrollment or implementation.	
Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.	
CTE Program	Automotive Service Technician

CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	20	10	36	25
Number of Completers	3	24	18	42	28
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 significantly affected by the pandemic and by IDOC policies on class closures during quarantine periods. Completion rates have begun to climb in the past two years. New IDOC policies expanding earned time off sentences have altered completion rates. Students may reach their release dates before completing the 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 with instructor vacancies. Also, COVID restrictions were in place in year 1, disrupting attendance and preventing students from completing the program. Progress has been made in filling the instructor vacancies. During the 5 years, 2 Automotive instructor vacancies have been filled.				
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	☒ 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 Automotive program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	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:		2021-2025		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Automotive Service Technician	Cert	15	47.0604	Automotive Service Technician Automotive Repair Technician Automotive Mechanics
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (<i>i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?</i>)		This program is designed to help participants develop competencies for entry-level employment in the automotive industry. Emphasis is placed on technical skills required to work in a quick lane service area.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		This program teaches practical skills and industry standards for the automotive industry.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		N/A		

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Jennifer Billingsley, Dean of Correctional Programs and Michelle McKenzie, Curriculum Development Manager, completed Program Review documents and coordinates assessments and information from instructional staff and associate deans implementing the program. OAEVA 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 a 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 automotive industry over the next 10 year.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	THE IDES projects a 3.31% growth rate for the automotive field between 2022-2032.
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 recruited are individuals incarcerated in the Department of Corrections.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving the program due to 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 review confirmed that students are achieving the program objectives. Students are satisfied with their classroom experiences.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.19 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). - Revenue Analysis - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	The annual personnel cost per program is \$80,500. Commodity cost per program is \$4000. Maintenance Service cost per program is \$4000 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 to instructional positions remaining vacant for a significant period. While salary rates are slowly increasing, some positions remain vacant. The program is funded through the Department of Corrections and an ICCB credit-hour grant. For security purposes, the student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time, ensuring continuous participation and maximizing benefits based on their release dates.

2.14 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 ways to spend commodity money wisely by reusing materials during lab experiences when possible. Programs may schedule DOC staff vehicles for repair work to provide lab opportunities. All repair materials are provided at no cost to the program.
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 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 in ways that 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 are 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 by completing projects under the direct supervision of an instructor, but access to industry is limited by the correctional location. Instructors are seeking industry guest speakers to address their classes.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	N/A
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	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?	An annual in-service is provided to share best practices and ideas for curriculum development.
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?	A hybrid trainer was added to each program in 2025.
3.18 What assessment methods are used to ensure student success?	Each year, courses and programs are assessed. HelioCampus is the assessment software used by faculty to assess course and program learning outcomes and 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. Course outcomes and measures were developed by the instructors, and the data is collected within the HelioCampus 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, instruction is modified, and best practices are 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 the 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 the 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 with enrollment or implementation.	
Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.	
CTE Program	Automotive Service Technician

CIP Code	47.0604				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	15	59	43	30
Number of Completers	0	36	34	59	41
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 significantly affected by the pandemic and by IDOC policies on class closures during quarantine periods. Completion rates have begun to climb in the past two years. New IDOC policies expanding earned time off sentences have altered completion rates. Students may reach their release dates before completing the 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 with instructor vacancies. Also, COVID restrictions were in place in year 1, disrupting attendance and preventing students from completing the program. Progress has been made in filling the instructor vacancies. During the 5 years, 2 Automotive instructor vacancies have been filled.				
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	☒ 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 Automotive program will continue with curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program will continue with the curriculum.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	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 DISCIPLINES

Academic Disciplines	
College Name:	Lake Land College
Academic Years Reviewed:	2021-2025
Discipline Area:	Social Science and Education
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?	The social science and education program provides coursework and instruction in a variety of disciplines to prepare students for successful transfer or workforce readiness.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	After gathering feedback from various campus sectors, we have established that we are successfully addressing the needs of different programs. A thorough review of all academic areas across the campus is routinely conducted.
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 courses in our division equip students for success across various disciplines and offer a foundational education curriculum to support their learning throughout the college. A variety of delivery methods and course scheduling options are available.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	The process of course assessment has been enhanced to ensure the quality of coursework. Lead faculty members assigned to various courses are required to demonstrate improvements and make necessary modifications. The college has recently adopted new assessment protocols and software. Additionally, a closer examination of course and program retention, persistence, and completion rates has commenced. This initiative provides faculty with a broader perspective on their courses and programs.
Review Analysis	
Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

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?	Division Chair Curriculum needs are discussed cross-divisionally as well as intra-divisionally 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 employs two student recruiters, alongside an outreach coordinator dedicated to marketing to nontraditional students. Furthermore, the institution hosts career days, Lake visit days, and provides Dual Credit resources to enhance recruitment efforts. Individual instructors also engage in recruitment activities to promote their respective programs.
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 additional transfer degrees or majors were added or deleted since the last review.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	The division offers over 100 courses each year. The courses with the highest enrollment are Psychology, Political Science, Sociology, History, and Strategies for Success.
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?)	Costs associated with this division include full-time and part-time salaries and benefits, classroom supplies and equipment, professional development, travel, and textbook costs. Our operating costs are less than those of other disciplines on campus. We currently have 12 full-time and 24 part-time as well as a full-time paraprofessional.
2.2 What steps can be taken to offer curricula more cost-effectively?	Adjusting the number of course sections based on student enrollment and student needs.
2.3 Is there a need for additional resources?	We have very little travel budget, and our supply budget has been cut over the past several years. Supply budgets have also seen a significant decrease.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods of this discipline? (e.g. online, flexible scheduling, accelerated, team teaching, etc.)?	Courses are delivered in a variety of options, including: Traditional, online, Hyflex, hybrid, weekend, and intersession courses
3.2 If the college delivers a course in more than one method, does the college compare success rates of each delivery method? If so, how? How does the college provide supports to students to ensure that they have equitable access to these different course delivery methods?	The Persistence Report compares face-to-face courses with online and HyFlex modalities. Division chairs and the Institutional Research (IR) Office evaluate course retention and persistence rates, analyzing student success across different teaching formats each semester. The results are then discussed in division meetings and relevant committee meetings across campus, where recommendations and solutions are formulated.

3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Division Chair Faculty evaluations are conducted in accordance with the Collective Bargaining Agreement. The division chair generates grade distribution reports as needed. However, course persistence reports are analyzed at the course level rather than at the instructor level. The lead instructor reviews assessment results from all sections taught and shares these results, along with any necessary recommendations for changes, with all instructors. In line with Board policy 05.05, adjunct faculty are required to perform evaluations for both instructors and courses during each fall and spring semester. Additionally, dual credit instructors are evaluated by faculty based on their submitted portfolios and aligned with course assessment objectives.
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?	The college provides a range of professional development activities throughout the year. Both full-time and adjunct faculty members are eligible to participate in these opportunities. Full-time faculty are required to fulfill the hours specified in the collective bargaining agreement. However, funding for attendance at professional development events and conferences has been limited in recent years, resulting in very few opportunities for development outside the college.
3.5 How many faculty have been actively involved in IAI panel review for courses in this discipline over the last review period?	We have one faculty member who is very active on the Social Science panel.
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?	Data is utilized to identify students who are at risk. Additionally, each faculty member identifies students in their courses who are deemed at risk and refers them to counseling services. We implement support through various programs, including EAP, BIT, and Navigate (EAB). The support services offered include Counseling Services, Tutoring, and Mental Health Services. These resources are listed on our website and in the syllabi for each course.

3.7 To what extent is the discipline integrated with other instructional programs and services?	Each division is assigned a counselor who collaborates with other services through various committees. Division Chairs meet weekly to discuss and ensure that courses are meeting the needs of students in programs outside their respective divisions.
3.8 What does the discipline or department review when developing or modifying curriculum?	The latest trends and updates in various professions are examined. Partnerships with business and industry needs are investigated. Advisory committees are also utilized for guidance and suggestions.
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?	The course completion rates, student enrollment numbers, and credit hours earned are detailed in the Tableau reports provided by the college's data personnel. Additionally, grade distribution by course and student demographics (such as age, gender, and race) is available in the Tableau reports. This information is used to discuss disparities and explore potential solutions.
3.10 How does the college determine student success in this discipline?	Individual courses are assessed based on their content and the student's past performance. A standard set of tests and measurements is utilized, along with comparative data.
3.11 Did the review of quality result in any actions or modifications? Please explain.	Individual faculty members have effectively used the data to implement necessary changes and modifications.
List any barriers encountered while implementing the discipline.	
During open enrollment, we welcome a diverse group of students with varying abilities. This diversity can pose challenges in courses that demand strong writing and critical thinking skills, as many students may not be fully prepared for college-level work and require significant remediation. Additionally, recent declines in enrollment have created difficulties in providing a sufficient range of classes to accommodate students with different scheduling needs.	

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ANT-200 General Anthropology				
Course Description	The course provides an introduction to cultural and physical anthropology. Human and animal behavior is studied by using the comparative method. Some of the topics covered are: religion, magic, kinship, sex roles, human evolution, race, archeology and primates.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	115	122	103	126	96
Credit Hours Produced	345	366	309	378	288
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.4	72.1	66	74.6	69.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S1 900N				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity Please complete for each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.	
Academic Discipline Area	Social Science and Education
Course Title	CJS-080 Introduction to Policing

Course Description	This course provides an introduction to the police profession by examining the history of policing, the mental and physical requirements for a police officer, and police operational issues. Consideration is also given to current policing trends.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	19	14	13	20	35
Credit Hours Produced	57	42	39	60	105
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	47.4	64.3	100	70	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	. Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.				

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-089 Police Operations				
Course Description	This course focuses on the duties of the patrol officer. Topics covered will include routine patrol, traffic enforcement and officer survival.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	12
Credit Hours Produced					36
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					83.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic				

equity gaps, including racial equity gaps?	categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-090 Community Policing				
Course Description	This course examines the relationship between police and the community and provides information on how to strengthen that relationship. Strategies for effective community policing are examined.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	10	12	4	18
Credit Hours Produced	39	30	36	12	54
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	38.5	60	83	75	72.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory. Has improved since yr.1				
	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-093 Basic Crime Scene Investigation				
Course Description	Focuses on the basic understanding of physical evidence search, collection and processing. Emphasis will be placed on documentation and analysis.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	8	15	17
Credit Hours Produced			24	45	51
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			100	93.3	88.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic				

equity gaps, including racial equity gaps?	categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-094 Advanced Crime Scene Investigation				
Course Description	Focuses on the application of crime scene search, processing, and collection techniques taught in Basic Crime Scene Investigation. Emphasis is placed on the demonstration of knowledge of crime scene investigation through scene examination and processing.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	9	14	8
Credit Hours Produced			27	42	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			66.7	100	87.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CIS-096 Forensic Photography				
Course Description	Focuses on the strategies and techniques of documenting a crime scene with the use of a camera and digital image processing software. Emphasis will be placed on understanding the exposure triangle.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	6	16	16
Credit Hours Produced			18	48	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			83.3	100	93.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Performance and Equity To what extent are action steps being implemented to address	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic				

equity gaps, including racial equity gaps?	categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-150 Introduction to Criminal Justice				
Course Description	Focuses on the administration of justice in the United States with emphasis on the total system of police, courts and corrections. (Upon completion of this course, the student will have an understanding of the processes from arrest through imprisonment.)				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	107	79	74	67	81
Credit Hours Produced	321	237	222	201	243
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67.3	64.6	66.2	65.7	76.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-151 Intro to Policing				
Course Description	This course provides an introduction to the police profession by examining the history of policing, the mental and physical requirements for a police officer and police operational issues. Consideration is also given to current policing trends.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	13
Credit Hours Produced					39
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					61.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-152 Criminal Investigations 1				
Course Description	Focuses on the fundamentals of investigation, crime scene applications, and investigative techniques and procedures. Upon completion of this course, the student will understand the theory and practicality of investigation from crime scene to courtroom.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	61	48	35	45	25
Credit Hours Produced	183	144	105	135	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.7	64.6	88.6	86.7	92
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-153 Police Operations				
Course Description	This course focuses on the duties and responsibilities of the patrol officer. Topics covered will include routine patrol, traffic enforcement, and officer survival.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	11	12	12	10
Credit Hours Produced	36	33	36	36	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	50	72.7	66.7	83.3	60
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	• Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-156 Criminal Law				
Course Description	A study of the concept of social order, examining criminal law. Crime is defined and examined as is criminal responsibility, mental state, physical act and other fundamental legal doctrines.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	51	39	44	45	52
Credit Hours Produced	153	117	132	135	156
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.6	59	72.7	86.7	75
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-158 Juvenile Justice				
Course Description	Designed to familiarize the student with development and trends in the juvenile justice system. It includes delinquency prevention, causation of juvenile crime, and treatment and control of the juvenile delinquent.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	26	27	26	37
Credit Hours Produced	81	78	81	78	111
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81.5	80.8	85.2	88.5	83.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-160 Criminal Evidence and Procedure				
Course Description	Focuses on the application of Constitutional law. Procedural responsibilities of the police as they apply to the constitutional rights of the individual will be emphasized.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	44	37	29	41	40
Credit Hours Produced	132	81	111	87	123
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.9	77.8	86.5	89.7	82.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Academic Course Review Results					
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-166 Corrections				
Course Description	Enables the student to develop an understanding of the current problems in correctional institutions. Sentencing trends, alternatives to incarceration, inmate life of population, and their effect on the system will be examined.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41	25	38	20	30
Credit Hours Produced	123	75	114	60	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85.4	72	86.8	90	73.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-200 Liability in Criminal Justice				
Course Description	This course explores civil and criminal liability within the criminal justice system. Areas prone to liability are examined and best practices that minimize those liabilities are discussed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	24	13	26
Credit Hours Produced			72	39	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			45.8	100	57.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Performance and Equity	The college monitors the persistence rates of its courses, which reflect the				

To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CJS-210 Community Policing				
Course Description	This course examines the relationship between police and the community and provides information on how to strengthen that relationship. Strategies for effective community policing are examined.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	9
Credit Hours Produced					27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students					88.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CSS-150 Intro to Private Security				
Course Description	This course covers the development, role, responsibility and liabilities of the private security industry. It covers the importance of private security professionals building relationships with law enforcement and representatives of the legal system.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	Not offered
Credit Hours Produced	Not offered	Not offered	Not offered	Not offered	Not offered
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)					
How does the data support the course goals? Elaborate.	New course to be offered				
What disaggregated data was reviewed?	• • Not offered				
Were there identifiable gaps in the data? Please explain.	Not offered, no data available				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester once offered				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its				

equity gaps?	new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	CSS-151 Intro to Loss Prevention				
Course Description	This course covers issues related to internal and external theft that affect all private and public operations with focus on retail businesses. Examines and evaluates major loss prevention programs used by security operations and retail security.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	Not offered
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)					
How does the data support the course goals? Elaborate.	New course not yet offered				
What disaggregated data was reviewed?	Not offered				
Were there identifiable gaps in the data? Please explain.	Not offered. No data available				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester once offered				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-051 Infant/Toddler Environment				
Course Description	This course emphasizes the characteristics of high quality infant/toddler caregivers, curriculum, indoor/outdoor space and play equipment/toys for vital for developmental learning. Course requirements include 20 hours of hands-on practicum in a community setting.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	11	27	42	49
Credit Hours Produced	39	33	81	126	147
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.3	90.9	100	92.9	87.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-083 Instructional Methods				
Course Description	This course enables students to do total program planning consistent with the developmental needs of children.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	27	23	15	30
Credit Hours Produced	69	81	69	45	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.6	81.5	100	86.7	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-086 Nanny Family Relationships				
Course Description	Focuses on specific responsibilities of the nanny as a profession, as well as interpersonal relationships and personal adjustment within the live-in family setting.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	9	3	5
Credit Hours Produced			18	6	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			88.9	100	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity	The college monitors the persistence rates of its courses, which reflect the				

To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-095Creative Activities For Children				
Course Description	"This course provides the students an understanding of the value of and practical experience in preparing creative activities and experiences for children. The student is given many opportunities to explore, develop, and appreciate various types of creative media for preschool children. LAB FEE: Level 1"				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	9	16	24	36	40
Credit Hours Produced	36	64	96	114	160
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77.8	87.5	100	100	92.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

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Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-100 Introduction to Early Childhood Education				
Course Description	This course focuses on an overview of early childhood care and education that includes basic values, professional disposition, program operation, historical influences, assessment, and structure. Includes 20 hours of practicum.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	33	52	36	26
Credit Hours Produced	93	99	156	108	78
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67.7	75.8	88.5	83.3	76.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
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Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-102 Health Safety and Nutrition Young Child				
Course Description	This course focuses on the health, safety, and nutritional needs of children in group settings as well as the personal health of the individual. Emphasis is placed on preventive health through education and the development of healthy habits.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	35	37	61	37	29
Credit Hours Produced	105	111	183	111	87
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80	89.2	88.5	70.3	86.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-110 Child Behavior Management				
Course Description	This course focuses on the use of positive redirective techniques in shaping behavior so children can learn self-discipline and self-control. Observation of discipline problems and analyzation of procedures are required of the student.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	42	33	41	30
Credit Hours Produced	84	126	99	123	90
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.6	78.6	97	87.8	70
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECE-125 Field Experience				
Course Description	Supervised practicum designed for Early Childhood and Child & Family Services and Paraprofessional Education majors to provide on-the-job experience. Practicum will include application of: program and classroom management skills, managing daily routines, curriculum development, agency policies and regulations, and enhancement of family involvement.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	10	11	13	10
Credit Hours Produced	28	39	43	47	37
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	76.9	100
100					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECO-130 The American Economy				
Course Description	Combines Macroeconomics and Microeconomics and focuses on basic supply and demand analysis, national income accounting, business cycles, inflation, unemployment, fiscal and monetary policy, and international economic problems.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	59	48	34	28	43
Credit Hours Produced	177	144	102	84	129
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67.8	58.3	61.8	50	58.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is relatively low. We will continue to monitor and address this through the assessment process.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECO-231 Principles of Economics 1 (Macro)				
Course Description	Focuses on the nature and method of economics, basic supply and demand analysis, national income accounting, business cycles, inflation and unemployment, fiscal policy, money and banking, and monetary policy.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	361	371	390	382	281
Credit Hours Produced	1083	1113	1170	1146	843
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.1	70.9	67.9	68.8	73.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 901				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	ECO-232 Principles of Economics II (Micro)				
Course Description	Focuses on free enterprise and the economic functions of government, advanced supply and demand analysis, pricing in competitive/non-competitive markets, and pricing in resource markets.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	192	192	212	164	160
Credit Hours Produced	576	576	636	492	480
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.7	78.6	72.2	77.4	89.4
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S3 902				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	EDU-100 Introduction to Education				
Course Description	An overview of the American education system. Social, historical and philosophical foundations give perspective to an examination of current issues, policies and trends in the field of education, including cultural diversity. A 30 hours practical lab is required for this course.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	85	82	91	80	62.5
Credit Hours Produced	255	246	273	240	186
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.4	84.1	76.9	77.5	74.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	EDU-103 Teaching and Learning with Technology				
Course Description	This course features practical ways to use various types of technology for the K-12 classroom teacher. This is a basic course in microcomputers, their operation, and utilization in K-12 classrooms.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	74	44	54	57	55
Credit Hours Produced	222	132	162	171	165
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.8	86.4	72.2	86	81.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	• Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Resources Needed	None
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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	Social Science and Education				
Course Title	EDU-190 Introduction to Special Education				
Course Description	This course is designed to introduce the student to the study of exceptional children, including a survey of the child's developmental traits and examination of appropriate intervention techniques.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	92	84	92	79	67
Credit Hours Produced	276	252	276	237	201
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.1	65.5	75	83.5	79.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	EDU-200 Educational Psychology				
Course Description	The application of psychology principles to education. Special emphasis on understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement, creativity and the impact of culture on learning styles.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	52	50	46	31	37
Credit Hours Produced	156	150	138	93	111
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92.3	74	84.8	77.4	78.4
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	EDU-210 Diversity in Schools and Societies				
Course Description	This course is a study of how schooling is shaped by and ought to respond to the social contexts in which it occurs, particularly in multicultural and global contexts.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	54	57	52	69	62
Credit Hours Produced	162	171	156	207	186
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.7	75.4	86.5	92.8	85.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	GEO-140 World Geography				
Course Description	This course is about the world's great realms, surveyed and discussed in geographic perspective. It links human society and culture to the world's natural environment and climates.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	87	73	83	94	113
Credit Hours Produced	261	219	249	282	339
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.5	87.7	83.1	79.8	90.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S4 900N				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HED-046 Food Service Sanitation				
Course Description	This course covers the principles of food microbiology, sources, and types of foodborne illness, personal hygiene, and all other rules and regulations for the safe handling of food.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	68	25	31	4	24
Credit Hours Produced	53.5	32	17	8	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80.9	88	100	75	66.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HED-102 Nutrition				
Course Description	A course in nutritional education including: food groups, diet goals, energy nutrients, digestion, absorption and metabolism. Water, vitamins, and minerals will be studied. Diet analysis and disease of digestion will be covered.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	233	130	115	75	73
Credit Hours Produced	699	390	345	225	219
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	65.2	60.8	76.5	77.3	89
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Academic Course Review Results					
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HED-177 First Aid Review				
Course Description	A review of the latest methods used in cardiopulmonary resuscitation. A renewed CPR card will be given at the successful completion of the course.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	Not offered
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)					
How does the data support the course goals? Elaborate.	Not offered				
What disaggregated data was reviewed?	. Not offered				
Were there identifiable gaps in the data? Please explain.	Not offered. No data available				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester once offered.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
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Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HED-178 Responding to Emergencies				
Course Description	The purpose of the American Red Cross Responding to Emergency course is to provide the citizen responder with the knowledge and skills necessary in an emergency to help sustain life.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	187	73	52	41	35
Credit Hours Produced	374	146	104	82	70
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.6	86.3	71.2	85.4	85.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
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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	Social Science and Education				
Course Title	HED-179 Advanced 1 st Aid and CPR				
Course Description	Studies all phases of advanced first aid and safety. Also includes Cardiopulmonary resuscitation (CPR). Students receive an Advanced First Aid card and a CPR card with the successful completion of the course.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	Not offered
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)					
How does the data support the course goals? Elaborate.	Not offered				
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Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Not offered				
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Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.				

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Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HED-200 Principles of Health				
Course Description	This course is designed to explore the most important health issues current and past. Helping students to make responsible decisions that will affect them throughout their life. Focus will be on interrelating behavior with one's own health decisions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	96	72	71	45	38
Credit Hours Produced	288	216	213	135	114
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.2	90.3	80.3	82.2	84.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Academic Course Review Results					
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HED-270 Community Health				
Course Description	A study of public health, school health, occupational health, social and recreational services and self-care.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	38	21	23	43	33
Credit Hours Produced	114	63	69	129	99
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94.7	95.2	95.7	86	75.8
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HED 290 Disease Processes				
Course Description	The course details the epidemiology of the major communicable diseases and the causative factors of the degenerative diseases. Historical aspects of diseases are studied. The system of human immunity is the second unit covered.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	81	80	116	114	122
Credit Hours Produced	162	160	232	228	366
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	84	66.3	84.5	91.2	81.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
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Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HIS-153 History of Non-Western Civ				
Course Description	The course will introduce the student to history and culture in the non-Western civilizations from ancient to modern times. This course will focus upon broad themes in history and culture and will examine those themes in each major historical era.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	181	190	176	174	155.6
Credit Hours Produced	543	570	528	522	465
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.8	79.5	84.7	71.8	91.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H2 903N				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
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Academic Course Review Results					
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HIS-155 History of U.S. I				
Course Description	A survey of early American history viewed with an emphasis on the political, social, economic, and ideological foundations of the Republic. Major topics include colonialism, revolution, federalism, nationalism, sectionalism, expansion, slavery, religion, Civil War.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	129	107	92	108	134
Credit Hours Produced	387	321	276	324	402
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69.8	63.6	70.7	84.3	86.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 900				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HIS-156 History of the U.S. II				
Course Description	Views U.S. History since the end of Reconstruction with emphasis on how the domestic and international conflicts helped shape our modern society.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	91	91	94	101	72
Credit Hours Produced	273	273	282	303	80.6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.8	64.8	58.5	87.1	80.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S2 901				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic				

equity gaps, including racial equity gaps?	categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HIS-250 Western Civilization to 1660				
Course Description	A survey of the political, economic, cultural and social development of Western Civilization to 1660. Topics include prehistory, ancient near east, Greco-Roman world, Germanic migrations, Middle Ages, Renaissance and Reformation, and the beginnings of the Modern World.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	143	102	101	92	82
Credit Hours Produced	429	306	303	276	246
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.2	79.4	80.2	68.5	70.7
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H2 901				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HIS-252 Western Civilization 1660 to Present				
Course Description	Survey of Western Civilization with topics including absolutism, the rise of modern science, the French Revolution, the Industrial Revolution, the Age of Ideology, Imperialism, the Russian Revolutions, World War I, the Rise of Totalitarianism, World War II and the Contemporary Age.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	181	190	176	174	155
Credit Hours Produced	543	570	528	522	465
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.8	79.5	84.7	71.8	91.6
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	H2 902				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-053 Work Experience Seminar I				
Course Description	This course accompanies the field experience class. These seminars give opportunity to provide individual assessment and assist with job competence.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	18	19	24	10
Credit Hours Produced	17	18	19	24	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	100	100	87.5	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity	The college monitors the persistence rates of its courses, which reflect the				

To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-054 Field Experience I (Pass/Fail)				
Course Description	This course provides 150 hours of supervised employment in various human service agencies.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	17	18	19	24	10
Credit Hours Produced	34	36	38	48	20
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-055 Work Experience Seminar II				
Course Description	This course accompanies the field experience class. Seminars give opportunity to provide individual assessment and assist with job competence.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	12	21	29	10
Credit Hours Produced	22	12	21	29	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	86.4	100	100	93.1	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	• Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity	The college monitors the persistence rates of its courses, which reflect the				

To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-056 Field Experience II (Pass/Fail)				
Course Description	This course provides 150 hours of supervised employment in various human service agencies.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	22	12	19	29	10
Credit Hours Produced	44	24	38	58	20
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)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
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Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-065 Introduction to Substance Abuse				
Course Description	This course encompasses social, psychological, and medical views of drug use. The historical evolution of drug use and regulation, the differences between drug use, misuse, and abuse and their consequences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	65	61	55	75	43
Credit Hours Produced	195	183	165	225	129
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	67.7	91.8	80	86.7	86
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-101 Dynamics of Domestic Violence				
Course Description	Study of dynamics of Domestic Violence, focusing on program philosophy, cultural diversity, direct relation of substance abuse, crisis intervention, understand IL Domestic Violence Act, criminal aspects, battering treatment & how Domestic Violence affects children & our society.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	13	10	10	17	Not offered
Credit Hours Produced	39	30	30	51	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	76.9	80	70	64.7	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP 103 Foundations of Human Services				
Course Description	Foundations in the discipline of human services, including: Historical origins, ethics and values, skill development, roles of the profession, career opportunities, challenges, examination of diverse and at-risk populations, and policy issues in human services.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	60	78	55	41	25
Credit Hours Produced	180	234	165	123	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.7	56.4	78.2	61	80
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-120 Introduction to Social Work				
Course Description	An introduction to generalist practice: Historical origins, values and ethics, practice methods, research considerations, and policy issues in social work. Examination of diverse and at-risk populations; the wide variety of problems workers confront, knowledge and skills of the worker.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	85	88	76	101	64
Credit Hours Produced	255	264	228	303	192
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.5	70.5	71.1	88.1	87.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-122 Social Welfare				
Course Description	A study of the history, purpose, philosophy, methods and values governing social welfare, with an overview of the American social welfare system, programs and structure of service delivery. Examination of the relationships among social welfare systems and institutional structures.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	54	48	49	39	25
Credit Hours Produced	162	144	147	117	75
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	66.7	62.5	77.6	64.1	92
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-165 Intro to Substance Disorders				
Course Description	This course encompasses social, psychological and medical views of drug use, including the historical evolution of drug use and regulation as well as the differences between drug use, misuse and abuse and their consequences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	Not offered
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)					
How does the data support the course goals? Elaborate.	New course. No data available				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester, once the course is offered.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-166 Diversity in Addiction				
Course Description	This course will address women, adolescents, and other diverse populations (including LGBTQ) in substance abuse treatment. Topics include addiction, engagement strategies and treatment planning. Client and community education strategies and methods to gain cultural competence will be addressed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	Not offered
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)					
How does the data support the course goals? Elaborate.	New course. No data				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester once course is offered				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	HSP-167 Substance Use Treatment				
Course Description	This course introduces students to the ASAM criteria for evidence-based treatments of various types of addiction. Practicing a variety of treatment theories and approaches, the course discusses disease concepts; differences between evidence, screening, and assessment; and use of assessment instruments.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	Not offered	Not offered
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)					
How does the data support the course goals? Elaborate.	Not offered. No data available				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester once course is offered				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	MSL-101 Introduction to the Army				
Course Description	MSL101 Cadets to the Army and the Profession of Arms. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model. Cadets also learn how resiliency and fitness support their development as a leader.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	1	Not offered	Not offered	Not offered
Credit Hours Produced		1			
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100			
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	MSL-201 Leadership and Decision-making				
Course Description	Cadets will demonstrate critical and creative thinking and the ability to apply Troop Leading Procedures (TLPs) to develop innovative solutions to problems. Students apply knowledge in a hands-on environment through exercises such as team building and field training.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	Not offered	2	Not offered
Credit Hours Produced				4	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students				100	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

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Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PED-143 Aerobics				
Course Description	The course is designed to acquaint students with different exercise routines to improve their overall physical condition, progress from an intermediate level to a more advanced level. Routines are executed to upbeat music.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	2	2	Not offered
Credit Hours Produced			2	2	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			100	100	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PED 172 Basic Activities for the Elem/Sec Child				
Course Description	Focuses on games and activities for elementary and secondary level including body mechanics, basic exercises and rhythms. Includes team games for secondary level.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	35	40	27	40	38
Credit Hours Produced	70	80	54	80	76
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	97.1	95	96.3	85	92.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PED 183 Introduction to Physical Education				
Course Description	Focuses on the general scope, purpose, history, growth, and development of Physical Education.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	16	27	13	14
Credit Hours Produced	69	48	81	39	42
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82.6	87.5	92.6	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic				

equity gaps, including racial equity gaps?	categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PED-209 Aerobic Fitness				
Course Description	Class is designed to teach basic skills, rules and regulations, and to allow students to participate in weight training and cardiovascular activities. Student will be given a grade according to the number of minutes performed in the semester.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	186	192	214	179	202
Credit Hours Produced	186	192	217	179	202
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94.6	93.8	89.3	93.3	90.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PED-210 Aerobic Fitness (Pass/Fail)				
Course Description	Class is designed to teach basic skills, rules and regulations, and to allow students to participate in weight training and cardio vascular activities. Pass or Fail will be given at the end of the semester.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	12	7	19	29	20
Credit Hours Produced	12	7	19	29	20
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	Non-graded				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PED-227 Theory of Basketball				
Course Description	Students are taught the necessary skills to conduct classes and coach the sport of basketball. Drills, game techniques and strategies are practiced in the lab situation. Each student will teach a unit in basketball theory.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	11	Not offered	12	5
Credit Hours Produced		22		24	10
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students		100		100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity	The college monitors the persistence rates of its courses, which reflect the				

To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PED-285 Fitness for Life				
Course Description	An individual approach to assist students to develop a lifetime of wellness through fitness. The course includes a thorough physical fitness/risk factor assessment battery. Students will be required 2 hours of physical workout a week.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	30	22	27	17	15
Credit Hours Produced	90	66	81	51	45
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83.3	77.3	85.2	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	POS-160 American National Government				
Course Description	The fundamental principles of the American Government are summarized. Such topics as federalism, civil liberties, citizenship, parties and elections, the Presidency, Congress, Judiciary, and national policies and politics are discussed within the framework of the American Constitutional system.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	230	234	250	266	243
Credit Hours Produced	690	702	750	618	729
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.9	80.3	79.6	74.8	86.4
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 900				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	Need to hire a full-time faculty member
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	POS-162 American National Government				
Course Description	Focuses on legal authority, structure, leadership and functions of state, county, city, township, and special district governments. The Illinois state constitution is analyzed.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	230	234	250	206	243
Credit Hours Produced	690	702	750	618	729
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.9	80.3	79.6	74.8	86.4
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S5 902				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	Need to hire a full-time faculty member
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	POS-264 International Government				
Course Description	An examination of the nation-state system and the sources of conflict in the international community. Comparative political economic systems are studied, as well as the rise of multi-national corporations and international organizations.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	11	5	22	7	Not offered
Credit Hours Produced	90.9	100	95.5	57.1	
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)	5 904N				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

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Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	Need to hire a full-time faculty member
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PSY-271 Introduction to Psychology				
Course Description	Focuses on psychology as a science, introducing Concepts, research methods and research in a variety of subfields, including neuroscience, sensation and perception, consciousness, learning and memory, cognition, motivation and emotion, development, personality, disorders and therapy, and social psychology.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	640	494	522	590	564
Credit Hours Produced	1920	1482	1566	1770	1692
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.2	72.5	69	67.6	72.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 900				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PSY 272 Intimate and Family Relations				
Course Description	Examines how intimate relationships are formed maintained and how they sometimes fail. Theory, research methods and research on attraction, parenthood, multigenerational families, communication, interdependency, love, sexuality, conflict, power and violence. Explores the changing views of sexuality, families and marriage.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	29	Not offered	Not offered	Not offered	Not offered
Credit Hours Produced	87				
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	69				
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate low. Course no longer offered.				
What disaggregated data was reviewed?	. Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PSY-273 Abnormal Psychology				
Course Description	Takes an integrative approach to psychopathology. Areas of study include research methods; clinical assessment and diagnosis; descriptions, causes, and treatments of the major psychological disorders; and legal and ethical issues in abnormal psychology.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	88	81	103	79	85
Credit Hours Produced	264	243	309	237	255
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	72.7	70.4	74.8	60.8	75.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 905				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PSY-274 Child Development				
Course Description	Study of theories and research methods used to study development, from conception to adolescence. Topics include physical, sensory and perceptual, cognitive, language, emotional, social, and gender development, as well as family, peer, and institutional influences on development.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	158	138	153	212	151
Credit Hours Produced	474	414	459	636	453
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75.3	76.8	67.3	71.7	77.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 903				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PSY-275 The Psychology of Maturity and Old Age				
Course Description	Study of theories, research methods and findings in the physical, cognitive, and social-emotional development of individuals past middle age.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	25	56	30	23	10
Credit Hours Produced	75	168	90	69	30
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92	73.2	93.3	91.3	90
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 905				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic				

equity gaps, including racial equity gaps?	categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PSY-277 Social Psychology				
Course Description	Study of social behavior including research methods, attitude formation and changes, social cognition, interpersonal relations, group processes, and social influences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	61	45	54	50	77
Credit Hours Produced	183	135	162	150	231
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82	71.1	70.4	78	70.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 908				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	PSY-279 Human Development and Life Span				
Course Description	Study of theories, research methods and findings in physical, cognitive, and social-emotional development from conception through death.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	329	349	378	388	351
Credit Hours Produced	987	1047	1134	1164	1053
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.4	74.2	73.8	73.2	75.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S6 902				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps being implemented to address	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic				

equity gaps, including racial equity gaps?	categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SFS-101 Strategies for Success				
Course Description	Designed to improve student performance in college and beyond. Topics include: introduction to college resources; identification of college and career goals; implementation of study, note-taking, and test-taking strategies; and development of life management skills including time management, stress management, and relationship skills				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	408	358	318	295	273
Credit Hours Produced	816	716	636	590	546
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	60.3	58.7	58.5	52.5	45.1
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	Pass rate is low. Course usually taken with students who are lower achieving or on probation. Will follow up with assessment				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SFS-102 Strategies for Money Management				
Course Description	Students will explore basic economic principles, financial literacy, and personal money management. Topics include budgets, financial institutions, interest, saving, credit and creditors' marketing tactics, managing debt, identity theft, insurance, investing, taxes, estate planning, and retirement.it				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	28	21	24	10	2
Credit Hours Produced	56	42	48	20	4
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.6	100	100	100	100
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SFS-103 Life Strategies				
Course Description	Designed to assist students in improving critical thinking skills to enhance life successes. An emphasis will be placed on career and transfer advancement. Learning focused on designing effective goals and creating a successful life plan.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	Not offered	Not offered	Not offered	Not offered
Credit Hours Produced	14				
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	71.4				
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				
Performance and Equity To what extent are action steps	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an				

being implemented to address equity gaps, including racial equity gaps?	annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOC-280 Introduction to Sociology				
Course Description	Study of human interaction focusing on social influences shaping personality, structure and dynamics of human society. Topics include: sociological perspective, culture, society, social interaction; social change in global perspective; socialization; families; social class; social stratification; race and ethnicity; and deviance.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	274	282	281	341	255
Credit Hours Produced	822	846	843	1023	765
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73.4	68.8	63.7	75.4	77.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 900				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

will be taken to achieve program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOC-282 Social Problems				
Course Description	An issue-oriented course. Among the issues covered are how sociologists view social problems, the changing family, poverty, race and ethnic relations, aging, crime and criminal justice, human sexual behavior, problems of physical and mental illness, urban problems, and other areas based upon student interests.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	90	99	123	89	117
Credit Hours Produced	270	297	389	267	351
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	56.7	66.7	61.8	68.5	69.2
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 901				
How does the data support the course goals? Elaborate.	The overall grades are below average. Will continue to monitor and address through assessment process				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOC-284 Sociology of Deviant Behavior				
Course Description	Nature and dynamics of deviant behavior. The course includes theories of deviance, social control and forms of deviant behavior. Forms may include drug use, sexual behavior (prostitution and pornography), personal violence, crime and delinquency and mental disorders.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	34	41	45	9
Credit Hours Produced	72	102	123	135	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79.2	82.4	75.6	88.9	88.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOC-286 Racial and Ethnic Groups				
Course Description	An examination of American racial and ethnic diversity with an attempt to understand racial and ethnic relations. The examination is made emphasizing the sociological perspective while including material from the other social sciences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	38	34	29	31	31
Credit Hours Produced	114	102	87	93	93
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78.9	61.8	51.7	80.6	83.9
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 903				
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory and has shown improvement				
2What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOC-288 Sociology of Sexuality and Gender				
Course Description	This course examines sociological concepts, theories, and research related to gendered issues. It explores development of gender cross-culturally, and consequences of dividing society along gendered lines. Topics: gender socialization, culture of gender, differences in gendered experiences in major institutions.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	41	20	17	Not offered
Credit Hours Produced	81	123	60	51	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	70.4	48.8	90	64.7	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory overall..				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOC-290 Sociology of Family				
Course Description	This course examines the major sociological concepts, theories, and research related to marriage, family, and increasing diversity of family types. Special emphasis will be on theorizing family, gender, parenting, balance work and family, and social problems interrelated to family life.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	23	36	14	10	8
Credit Hours Produced	69	108	42	30	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	60.9	36.1	71.4	100	87.5
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	S7 902				
How does the data support the course goals? Elaborate.	The pass rate for years 1 and 2 is low but has shown improvement as a result of the assessment process.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOS-050 Human Relations				
Course Description	Provides an understanding of the human mechanism when associated with interpersonal relationships on the job. Emphasis is placed on vocational problems connected with motivation, communication, perception and how to work with others.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	84	47	57	30	.
Credit Hours Produced	168	94	114	60	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90.5	51.1	50	80	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	Years 2 and 3 showed low performance, but improvement was observed in Year 4.				
What disaggregated data was reviewed?	. Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOS-052 Workforce Communication and Safety				
Course Description	Provides an understanding of the human mechanism when associated with interpersonal relationship on the job. Emphasis placed on vocational motivation, communication and perception, along with Red Cross CPR/AED/First Aid training to enhance safety and response skills in a workplace emergency.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	66	100	117	134
Credit Hours Produced	198	300	351	402	
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	89.4	91	81.2	81.3Not	
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is regarded as satisfactory.				
What disaggregated data was reviewed?	Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

program objectives?	
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

Performance and Equity					
Please complete for each course reviewed in the Academic Discipline . Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Social Science and Education				
Course Title	SOS-100 Maps and Spatial Analysis				
Course Description	Course goals are threefold: 1) To help you to think spatially, analytically, and critically; 2) To help you become better problem solvers using maps; and 3) To teach you to use maps and spatial analysis to understand geographic problems.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	Not offered	Not offered	10	15	16
Credit Hours Produced			30	45	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students			60	93.3	56.3
IAI Status (list code) or Form 13 Status (list signature dates and institutions)					
How does the data support the course goals? Elaborate.	The pass rate is below average. Will continue to monitor and review assessment data				
What disaggregated data was reviewed?	• Course completion rates, student enrollment numbers, and credit hours earned are indicated in Tableau reports provided by the college's data personnel. Grade distribution by course and student demographics (age, gender, race, etc.) is also available in Tableau.				
Were there identifiable gaps in the data? Please explain.	No				
Academic Course Review Results					
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	We will maintain ongoing oversight of the data following the conclusion of each semester.				
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	We will arrange a meeting with the assessment coordinator to collaboratively develop a plan to address and resolve the situation effectively.				

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The college monitors the persistence rates of its courses, which reflect the percentage of students who finish a course with a grade of C or better, on an annual basis. Additionally, the college analyzes this data by student demographic categories and has identified differences among various groups. As part of its new strategic plan, the college is emphasizing enrollment and student success.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The college's new strategic plan focuses on student success and education that aligns with their lives, including support for underserved populations.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Academic Services leadership team, student services and faculty members

CROSS-DISCIPLINARY INSTRUCTION

<i>VOCATIONAL SKILLS</i>	
<i>COLLEGE NAME:</i>	Lake Land College
<i>FISCAL YEAR IN REVIEW:</i>	2021-2025
<i>REVIEW SUMMARY</i>	
Program Objectives What are the objectives or goals of the program?	The primary goal of Allied Health vocational education is to equip students with the knowledge, technical skills, and professional behaviors needed to deliver safe, effective, and ethical patient care across diverse healthcare settings. Through a combination of classroom instruction, laboratory simulation, and supervised clinical practice, students develop the competence and confidence required for entry-level employment in their respective allied health disciplines.

To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	These goals and objectives are achieved through a structured curriculum that integrates classroom instruction with hands-on learning. Students participate in interactive lectures and skills laboratories that simulate real-world healthcare settings. Supervised clinical rotations offer opportunities to apply theoretical knowledge in direct patient care under the guidance of qualified instructors or clinical mentors. Continuous assessment—through skills checkoffs, written examinations, and clinical evaluations—ensures that students demonstrate competency. Lightcast Occupation Review for Registered Nurses in the Lake Land District shows average job demands is similar to the national average. The national average for an area this size is 3,480*employees, Lake Land district has a demand for 3,586. Most Jobs are Found in the General Medical and Surgical Hospitals Industry Sector-2025 General Medical and Surgical Hospitals 66.8% Education and Hospitals (Local Government) 9.5% Skilled Nursing Facilities 5.7% Offices of Physicians 3.6% Home Health Care Services 3.1% Outpatient Care Centers 2.3% Other 9.0% Graduates of Lake Land Colleges ADN program have excellent job placement rates. Of those that responded to job questionnaire the following were employed 6 months after graduation. See below: Aggregate 2023: 73/73 100% May 2023: 55/55 100% December 2023: 18/18 100% Aggregate 2024: 73/73 100% May 2024: 55/55 100% December 2024: 18/18 100 % Aggregate 2025 : May 2025: 59/60-98.3% December 2025: Awaiting data- cannot collect until 6 months after graduation

How does this program contribute to other fields and the mission of the college?	The phlebotomy program serves as an effective stepping stone by providing students with early, hands-on exposure to patient care, clinical procedures, communication, and safety practices essential in healthcare settings. It also helps students build confidence in a healthcare setting while developing transferable skills such as professionalism, infection control, specimen handling, and patient care. AHE 035 is an Allied Health Support course previously offered to students through the Pipeline for the Advancement of Healthcare Workers (PATH Grant). The purpose of this course was to better support students in areas of academic support, student success, test-taking strategies, critical thinking, clinical judgement, medical terminology, and reading and comprehension skills. ADN 051- transitions bring students back to the college who have earned their LPN certificate and now want to earn an Associate Degree in Nursing. This feeds into the college's mission by providing education that is flexible in delivery and allows students to continue their education at the college.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	ADN 051 was once a two-credit-hour course. It was determined that one credit hour was sufficient and more cost-effective for students.
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.	All three courses reviewed—covering key vocational skills—are offered online or in hybrid formats, giving students the flexibility to balance their education with work responsibilities or concurrent enrollment in other classes. This delivery model supports accessibility for diverse learners, including those with full-time jobs or family commitments, by enabling self-paced progression through theoretical content and incorporating virtual simulations and scheduled clinical or lab components as needed. Ultimately, this structure ensures students can acquire essential allied health competencies without disrupting their professional or academic schedules, fostering both skill development and real-world readiness.

1.2 How will students be informed or recruited for this program?	Lake Land College provides multiple opportunities for area students to learn about the college and its programs. Examples include Laker visit days and 8th-grade career day. Program directors also offer specialized allied health visits for high school counselors and students, including those in specialized programs such as health occupations. Lake Land attends multiple community outreach events. The college has several counselors, and all faculty serve as advisors for their own programs.

1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Associate degree nursing applicants and graduates have remained steady. We admit 12-15 LPN-to-ADN students every fall and 26 LPN-to-ADN students every January. See specific admissions information below; these numbers are for qualified applicants only, meaning they meet all admission criteria. 2021 Traditional—134 LPN-ADN Fall—39 LPN-ADN Spring—50 Total—223 2022 Traditional—89 LPN-ADN Fall—29 LPN-ADN Spring—36 Total—154 2023 Traditional—102 LPN-ADN Fall—36 LPN-ADN Spring—55 Total—193 2024 Traditional—74 LPN-ADN Fall—35 LPN-ADN Spring—35 Total—144 2025 Traditional—79 LPN-ADN Fall—25 LPN-ADN Spring—30 Total—134 Graduates 2021 Traditional and LPN-ADN—70 Dec LPN-ADN—19 2022 Traditional and LPN-ADN—65 Dec LPN-ADN—20 2023 Traditional and LPN-ADN—69 Dec LPN-ADN—18 2024 Traditional and LPN-ADN—59 Dec LPN-ADN—20 2025 Traditional and LPN-ADN—60

	Dec LPN-ADN—16 We anticipate that the next five years will continue with these enrollment and graduation trends.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	Lake Land College is an affordable community college. The cost of tuition per hour is \$124, with a minimum of \$35 in course fees, totaling \$159 per credit hour. Special admissions programs may have other fees associated. The LPN to ADN program is two semesters, plus the ADN 051 transitions course. The course alone costs \$349. There are no books affiliated with the course. Students are required to pay tuition and fees for two semesters, purchase online ATI products, books, and nursing supply kits. The total cost of the program is approximately \$10,500.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	Students fund their education in these allied health vocational programs primarily through tuition and associated fees, which cover instructional costs, learning materials, simulation labs, and access to clinical placement coordination. These revenues are a critical component of the college's annual operating budget. The College aims to use a balanced financial model that ensures program sustainability while keeping costs minimal. All students are encouraged to apply for foundation scholarships and financial aid through FAFSA.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	To enhance the cost-effectiveness of allied health vocational programs, the College aims to streamline operations through shared clinical partnerships with local healthcare facilities. Additionally, the College has adopted open educational resources (OER) and digital simulations that may offset the high cost of teaching supplies. The College also continuously explores grant funding options to help cover the cost of equipment, supplies, or technology.
INDICATOR 3: QUALITY	RESPONSE

3.1 What are the program's strengths?	All allied health programs are thriving. All have experienced faculty and can fill cohorts. These are workforce-ready programs that can provide workers to our community. Both programs far surpass the benchmark for NCLEX passage. In 2025, the LPN and ADN programs had a 95% pass rate, while state and national averages were in the 80s.
3.2 What are the identified or potential weaknesses of the program?	Attrition rate. These programs are academically rigorous, and many students balance work and family responsibilities, which can make successful course completion challenging..
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	The college's allied health programs each have handbooks outlining expectations. These handbooks set standards for appearance, punctuality, and attendance. Each program has detailed skill check-off sheets that are reviewed with clinical partners to ensure we follow the most up-to-date guidelines. The college receives feedback during advisory meetings with clinical partners to ensure graduates meet the required skill sets.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	Vocational skill courses provide pathways to additional workforce training and educational opportunities that expand a student's skills and employment prospects.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	Allied Health programs maintain robust quality assurance through annual advisory board meetings, during which clinical partners provide valuable feedback on our graduates' skill levels and performance in real-world settings. Complementing this, the Nursing programs conduct targeted surveys of nurses at partner facilities to assess student preparedness and recent graduate effectiveness.
3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?	The college has been working to show students the different paths to success they can create. For instance, a student can start a basic course in nursing assistance or phlebotomy. Some students will stop their education there and join the workforce. Others will decide to continue. They can then transition to medical assisting, LPN, ADN, dental hygiene, or physical therapy.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	Several clinical sites have been added. Students now have rotations at the Effingham County Health Department and at the Effingham Unit 40 schools.

3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Faculty are provided with multiple online modules through NeoEd. These include topics such as mandatory reporting and DEI education. Faculty also earn CEUs and are reimbursed by the college. Multiple faculty attend workshops and conferences to stay up to date in their areas of expertise. Multiple faculty work in healthcare settings outside of teaching to stay current with skills.												
3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	The nursing program determines its completion goal by combining past nursing cohort completion rates with the college completion rate. The goal for on-time completion is 62%. You can see below that the program consistently exceeds its goal for completion. <table><tr><td>2023</td><td>101 started</td><td>81completed</td><td>Rate: 80%</td></tr><tr><td>2024</td><td>115 started</td><td>79 completed</td><td>Rate 69%</td></tr><tr><td>2025</td><td>99 started</td><td>71 completed</td><td>Rate 72%</td></tr></table>	2023	101 started	81completed	Rate: 80%	2024	115 started	79 completed	Rate 69%	2025	99 started	71 completed	Rate 72%
2023	101 started	81completed	Rate: 80%										
2024	115 started	79 completed	Rate 69%										
2025	99 started	71 completed	Rate 72%										
LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.													
The LPN students taking ADN 051 transitions typically work full time. We let them know months in advance when face-to-face meetings will occur, but we sometimes hear that they have to take time off work.													
REVIEW RESULTS													
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Vocational skill courses in Allied Health are thriving at Lake Land College, thanks to strong, consistent support from industry partners. These partners actively participate in advisory board meetings, provide hands-on clinical placements, and offer real-time feedback on graduate performance, which helps refine curriculum relevance and improve employability outcomes. This collaboration not only ensures that vocational programs align with current workforce needs but also enhances student success through mentorship, equipment donations, and pathways to part-time employment.												
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Lake Land College is committed to advancing its vocational skills courses by exploring stackable pathways that integrate seamlessly with existing certificate and Associate Degree programs, thereby enhancing student progression and credential attainment. The College will strategically build on its robust industry support to sustain program excellence. Additionally, recent advisory council feedback will be thoroughly reviewed to identify opportunities for targeted curriculum enhancements, ensuring alignment with evolving workforce demands and accreditation standards.												

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	To address equity gaps in Lake Land College's Allied Health vocational programs, the College will continue to collect disaggregated data by race, gender, and socioeconomic status. This will help identify disparities in these programs. Faculty also participate in professional development focused on culturally responsive teaching practices, with mandatory yearly training on implicit bias to better support underrepresented students. Additionally, online course instruction is continuously reviewed to ensure digital accessibility for those with various disabilities.
Resources Needed	Lake Land College has sufficient resources to support its Allied Health vocational programs, including modern simulation labs at the Mattoon and Effingham campuses for hands-on training.
Responsibility Who is responsible for completing or implementing the modifications?	Implementation of modifications to Lake Land College's Allied Health vocational programs is a collaborative effort led by program and divisional leadership, with Academic Services.

<i>VOCATIONAL SKILLS</i>	
<i>COLLEGE NAME:</i>	Lake Land College
<i>FISCAL YEAR IN REVIEW:</i>	2021-2025
<i>REVIEW SUMMARY</i>	
Program Objectives What are the objectives or goals of the program?	The objective of this course is to provide Illinois Department of Corrections (IDOC) training staff with certification to teach American Heart Association (AHA) Heartsaver CPR and Basic Life Support (BLS) to all IDOC employees, including medical and contractual staff.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	These goals have been successfully achieved. The students who enrolled have successfully completed the course and are providing onsite training. We know the extent of achievement because the students are earning their credentials through the American Heart Association and we maintain regular contact with IDOC.
How does this program contribute to other fields and the mission of the college?	This program relates to the mission of our college as it provides continuing education through workforce development and support services to Illinois Department of Corrections staff.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	After multiple discussions with administration at Illinois Department of Corrections, many changes were made to the contracted training in this cycle. The main changes were relating to the change Lake Land College providing instructors for each IDOC site and providing training to all employees. Under the new contract, Lake Land College is operating in a Train the Trainer contract, allowing for training to be held inside of each IDOC facility and provided by IDOC staff. The course was extended to include IDOC specific curriculum needs and to meet AHA guidelines for certification for Heartsaver CPR and BLS training. These changes have standardized training across all facilities and provided more efficiency at a lower cost to IDOC.
<i>REVIEW ANALYSIS</i>	
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 course is offered at the request of IDOC Administrative Staff and is offered onsite at IDOC locations. Enrolled students are provided support from Lake Land College staff, who operate as an AHA Training Site Center and are appropriately equipped to offer guidance to IDOC staff as needed.
1.2 How will students be informed or recruited for this program?	This course is offered to IDOC employees only; the students are informed by IDOC administration as to their course date and location.
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Under the previous contract, enrollment included all IDOC employees across multiple facilities, resulting in significantly higher enrollment numbers. Under the current Train the Trainer model, enrollment is limited to IDOC training staff only, which has reduced overall headcount but increased the depth and impact of the training delivered. Because the program moved from training all IDOC employees to a train the trainer model, the number of participants in the course dropped significantly from over several hundred to between 30 to 60 during a training cycle. Enrollment in FY25 was 53. Over the next five years, enrollment is anticipated to remain stable, with modest increases possible due to staff turnover at IDOC facilities requiring replacement trainers to be certified.
INDICATOR 2: COST EFFECTIVENESS	RESPONSE
2.1 What are the costs associated with this program?	The costs associated with this program include instructor compensation, travel and mileage to IDOC facilities, meals, AHA training materials, and administrative support. These costs are covered through the contracted fee structure with IDOC, and the program is designed to be self-sustaining within the contract. Lake Land College does not subsidize this program through general institutional funds beyond normal administrative overhead.
2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	The college pays these costs through the operational budget. There are no grant dollars utilized.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	The instructor and administrative staff at Lake Land College and IDOC have created a standard order form to support the cost of the training programs and are in regular communication to discuss vendor pricing. In 2023, we coordinated a change in vendors to ensure better pricing throughout the contract cycle.
INDICATOR 3: QUALITY	RESPONSE

3.1 What are the program's strengths?	The strengths of this program lie in the efficiency of the training and the communication between IDOC and Lake Land College Staff. The training is specific to IDOC needs, is offered at IDOC sites, and is available only to IDOC employees, ensuring a standard of training across IDOC sites.
3.2 What are the identified or potential weaknesses of the program?	Potential weaknesses of this program would be centered around miscommunication between IDOC and Lake Land College staff. The distance between the teams is also a potential weakness – since all teams are not operating from the same entity or at the same location, there is a potential for communication breakdown.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Students must successfully complete the coursework and an exam from AHA in order to receive the training certifications. If a student does not pass the exam, the student will be required to retake the course. Under AHA guidelines, the instructor is required to evaluate training annually, ensuring compliance with AHA training guidelines and, if the student does not meet the requirements, they will be offered remedial training.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	This offering is not integrated into the college curriculum or open enrollment at this time as it is contracted with IDOC.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	This course meets the criteria outlined in the Administrative Rules by preparing students to upgrade their existing skills and earn a recognized credential. IDOC training staff who complete this course are equipped to deliver AHA Heartsaver CPR and Basic Life Support certification training to colleagues within their facilities, directly upgrading their professional skills and expanding their employment responsibilities. Successful completion results in AHA instructor certification, a nationally recognized credential that validates competency and supports career advancement within the corrections and emergency response fields. The course curriculum is aligned with AHA guidelines and is reviewed and updated on a biennial basis to ensure continued compliance with both AHA standards and ICCB administrative rules.

3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?	This course was submitted and approved by the Lake Land College curriculum committee and Illinois Community College Board to be offered for credit programming. If a student were to choose additional education or training, this course would be listed on a transcript for credit and the AHA certification is an additional credential earned in the training.
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	The partnership between IDOC and Lake Land College remains strong. At this time, there are no further plans to expand this program.
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?	The instructor is a registered AHA training center and regularly provides updates to IDOC staff. In 2026, there is an expected update to training curriculum and all staff will be required to train under updated curriculum. Licensure expires every other year and ensures that training is current and updated with each training cycle.
3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	This program has a 100% pass rate for AHA training certification and completion of the course. Because the course occurs over a 3 day time frame, retention has also remained at 100% for the course.
<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i>	
The biggest barriers are related to availability of IDOC staff to attend training.	
REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The review finds the program to be successful and meeting the standard set forth in the contract between IDOC and Lake Land College. There will be future modifications as we anticipate separating initial certification from recertification in the next training cycle.

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 contract extension through 2025 allowed for the renegotiation of key program components including curriculum restructuring to separate initial certification from recertification, revised class size parameters, and updated cost agreements. Training transitioned from a Lake Land College instructor to an external contractor, identified and selected through the formal bidding process outlined by the Lake Land College Board of Trustees. This transition was completed in November 2025. Lake Land College staff continue to serve in an oversight and administrative capacity throughout the transition to ensure continuity of quality and compliance with AHA and ICCB standards.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	If program objectives are not being met, Lake Land College staff will collaborate with IDOC administrative staff to determine appropriate actions.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	With this program being a contractual based offering, there are not current action steps in place on the part of Lake Land College to address equity gaps. IDOC selects the employees who will attend training.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Bonnie Moore, Director of Center for Business & Industry

<i>VOCATIONAL SKILLS</i>	
<i>COLLEGE NAME:</i>	Lake Land College
<i>FISCAL YEAR IN REVIEW:</i>	2021-2025
<i>REVIEW SUMMARY</i>	
Program Objectives What are the objectives or goals of the program?	To team up with IDOT to provide certification and recertification for individuals testing materials, on an IDOT construction project.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	We have had to add 6 additional classes this year due to high enrollment. Classes fill extremely fast.
How does this program contribute to other fields and the mission of the college?	This Program prepares students for a new career or can help students advance within the construction industry.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	We are constantly evolving to keep up with the demands of the construction world. We update our class manuals throughout the year to keep up with IDOT specs. We also open new classes when needed to keep up with the demand of enrollment.
<i>REVIEW ANALYSIS</i>	
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.	We offer a trainee courses for students that companies can use as a test run to find employees that are compatible with the company and its materials testing demands.
1.2 How will students be informed or recruited for this program?	Students are recruited through employers needing IDOT certified testing in the lab. We also send out brochures with the upcoming classes out annually to contractors with the needs for certification needs.
1.3 Please detail past enrollment trends and anticipated enrollment numbers for the next 5 years, if applicable.	Overall, our classes filled quickly and this past year we have had to add 6 additional classes due to demand. The need should steadily increase due to the recertification program.
<i>INDICATOR 2: COST EFFECTIVENESS</i>	<i>RESPONSE</i>
2.1 What are the costs associated with this program?	Consulting Agencies, Classroom rentals, travel expenses because many of our classes are offered in Chicago.

2.2 How is the college paying for this program and its costs (e.g. grants, etc.)?	From the fees we accumulate through the program's tuition.
2.3 Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Would like to cut the cost of consulting fees by hiring a full-time faculty member.
INDICATOR 3: QUALITY	RESPONSE
3.1 What are the program's strengths?	We have knowledgeable staff in all areas of construction, and we offer programs both in the Chicago area and the south-central part of the state.
3.2 What are the identified or potential weaknesses of the program?	Lack of instructors to fill the need for more classes.
3.3 How does the college measure students' success in up-grading skills related to their employment or acquiring skills for new employment?	Trainee Program allows an employer to find the best fitted employee for its materials testing at a fraction of the cost. We offer HMA and PCC, 1,2, and 3 which can be attended after becoming certified in Aggregates.
3.4 How are vocational skills offerings appropriately integrated with other programs and services?	The Civil Engineering Technology Program can offer its students the IDOT Materials Certifications before graduating.
3.5 How does the college ensure vocational courses meet the criteria outlined in the Administrative Rules? • Prepare for entry-level employment • Upgrade students' existing skills • Prepare students for credentialing	Trainee Program allows an employer to find the best fitted employee for its materials testing at a fraction of the cost. We offer HMA and PCC, 1,2, and 3 which can be attended after becoming certified in Aggregates. The Re-certification Program will be a continuous renewal of education of skills.
3.6 If applicable, how does the college ensure programming provides on-ramps to additional education and training (i.e. credit programming)?	Recertifications
3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom?	We are partnered with IDOT, CTL and other consultant companies to fulfill the educational needs of the industry.
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming?	Attending IAPA to network and engage with industry leaders to be educated on the updates in the industry.
3.9 Please provide an analysis of retention and/or completion or, performance goal achievement, for the program.	Retain the program contract renewal from IDOT

<i>LIST ANY BARRIERS ENCOUNTERED WHILE IMPLEMENTING THE PROGRAM.</i>	
The lack of qualified fulltime instructors to meet the demands of the program.	
REVIEW RESULTS	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The need for the program is growing, especially now that we have taken on the recertification program also, we a need for a full-time faculty instructor.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	To prove we can justify a full-time faculty instructor. The need to calculate savings in cost if we were able to cut down on the consultation fees by having our own instructor.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	If failing the original exam, we offer a retest exam and if that is failed the student is required to attend the class over. We assess recert exams and look over commonly missed questions and identify the issue and correct accordingly.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	There are language barriers that we have identified; to assist we provide additional support during breaks and after class.
Resources Needed	Full Time Faculty Instructor
Responsibility Who is responsible for completing or implementing the modifications?	VP of Academic services, Division Chair, Program Coordinator and Instructors.

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 complete data sets; summarize the data to fully answer the questions. Concise tables displaying this data may be attached. The review will be returned if any of the fields below are left empty or if inadequate information is provided.	
College Name:	Lake Land College
Academic Years Reviewed:	2021-2025
Review Area:	Student Life
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.	The review of Student Life services was conducted by the Director of Student Life, Lisa Shumard-Shelton, in collaboration with Student Life staff, Hayley Haskett, Student Engagement Administrative Assistant, and Tim Stolz, Student Life Specialist.

Mission How does the program/service contribute to the mission of the college?	The Student Life Office supports Lake Land College’s mission by fostering student engagement, leadership development, and a sense of belonging through co-curricular programs, activities, and services. Student Life complements academic learning by providing opportunities for students to connect with peers, develop transferable skills, and engage meaningfully with the college and the surrounding community. These efforts contribute to student persistence, retention, and overall success. Student Life Department 1. Clubs and organizations open students to experiences outside of the classroom. Students can hold leadership positions, create relationships with Lake Land College staff, and give back to their community. There are currently more than 20-25 active clubs on campus. All students are eligible and encouraged to participate in clubs and organizations. Examples are: Active Minds, Ag Production and Business, Ag Transfer, Human Services, International Students Association, Postsecondary Agriculture Student Organization, Phi Theta Kappa, PRIDE, Broadcasting, Club IT, Criminal Justice, Early Childhood and Family Services, Environmental, Future Educators of America, and Horticulture. 2. The Student Government Association (SGA) is the official student voice of Lake Land College. The SGA listens and acts upon student concerns, representing students on college committees and providing community service. The SGA meets for 1 hour weekly and consists of 17 elected members: 9 sophomores and 8 first-year students. The 18th member of SGA is the Student Member to the Board of Trustees. Freshmen elections are held in the early Fall semester, and Sophomore polls are held in

	the Spring semester. The SGA team regularly participates in the Student Advocacy Day in April, attending the event in Springfield and meeting with other community colleges and area legislators. The SGA also holds four Red Cross Blood Drives per year to promote community service. 3. The Student Activity Board (SAB) provides social and cultural entertainment to the student body. The SAB usually consists of 13-15 members and meets for 1-2 hours weekly to plan and run campus programming. Events are held each Wednesday at 11:00 AM during the “Activity Period” or virtually when needed. The Activity Period is held every Wednesday from 11:00 AM to 1:00 PM. During this time, limited classes allow students to take advantage of campus activities and hold club meetings. These activities enable students to relax, meet new people, and have fun. The annual Welcome Day and Spring Carnival continue to provide students with loads of fun and food. SAB brings several educational events to campus, such as promotion of campus services and resources, mental health awareness in conjunction with TRIO and Counseling services, an International Education Week event, a campus read on diversity with the Inclusion and Diversity Task Force, scholarship promotion and awareness with Financial Aid and the Foundation, and a Juneteenth event to honor this national holiday. 4. <i>The Navigator News</i> is LLC’s student-run newspaper housed in the Office of Student Life. From writing to production, the paper is exclusively run by a team of 10-14 student

	workers. Their positions range from Editor-in-Chief, Copy Editor, Layout and Design Editor, Social Media Manager, Business Manager, and Reporter. All students associated with the newspaper contribute as writers. This is an opportunity for all LLC students, regardless of major, to learn writing, editing for publication, management, layout and design, ethics, and journalism. The physical newspaper is published monthly during the Fall and Spring Semesters, and online-only articles are published each month intermittently on their website and social media pages. In addition, the Navigator staff attends professional development sessions and workshops offered by the Illinois Community College Journalism Association (ICCJA) and the College Media Association. 5. An ongoing initiative out of the Student Life Office is the "Serve and Learn Volunteerism Program." Students can complete community service and have it documented on their transcripts. Students who enroll in this program earn community learning credit based on hours volunteered: 7.5 hours = .5 credits. Students can earn up to 2.5 credit hours. The Student Life Office also offers teambuilding and other leadership and student development-based workshops to the student body and the students who are members of the groups they advise. 6. Lake Land's chapter of the National Society for Leadership and Success again saw increased interest and growth after recently reaching its 1,000th student at LLC! NSLS is on the graduation booklet and on a student's transcript. NSLS students are nominated

	based on specific criteria. Upon accepting their nomination and completing a series of leadership trainings and workshops, they are inducted into the prestigious society.
Advancement of Equity How does the program/service help advance equity?	Student Life advances equity by ensuring that engagement opportunities are accessible, inclusive, and responsive to the diverse needs of Lake Land College students. Programs are offered across multiple modalities: in-person, various times and locations, and online to support online learners, commuter students, working students, and nontraditional populations. Intentional cultural, educational, and other supportive services, wellness, and leadership programming promote belonging, representation, and support for students. Student Life also collaborates with various areas and departments to reduce barriers to participation and to provide equitable access to leadership, service, and professional development opportunities.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Student Life provides leadership, engagement, and co-curricular learning opportunities through student government, student activities, clubs and organizations, student publications, volunteerism, athletics, and leadership initiatives. The overarching objectives of Student Life are to: • Enhance student engagement and sense of belonging • Ensure equitable access to involvement opportunities across modalities • Strengthen leadership and professional development experiences • Support student success and retention through collaboration • Promote inclusive, culturally relevant, and wellness-based programming As part of the plan, we use the Laker Core Competencies to assess our areas and our co-curricular assessment.

To what extent are these objectives being achieved? Please detail how the achievement of program/service objectives is being measured or assessed?	Student Life achieves our objectives through a variety of ways. Our objectives are connected to Partnerships to Enhance Student Success and are being actively achieved through measurable growth in student engagement, leadership development, campus programming, and collaborative partnerships. Assessment occurs through both quantitative key performance indicators and qualitative feedback tied directly to institutional competencies and Student Life learning outcomes. Measurement and Assessment Methods Achievement of objectives is measured through the following key indicators: 1. Student Organization Participation (Semesterly) Number of students involved in clubs and organizations, reported through advisor paperwork. 2. Campus Event Attendance (Monthly, Fall & Spring) Attendance tracking at Student Activity Board events to measure engagement and sense of belonging. 3. Student Government Engagement (Semesterly) Number of SGA meetings held and level of student participation to assess leadership development and civic engagement. 4. Student Trustee Recognition (Annually) Nomination for the ICCTA Scholarship as an external benchmark of leadership impact. 5. Student Publication Production (Monthly during the Fall and Spring Semesters) Publication of The Navigator (print and electronic) to measure student leadership and communication competency. 6. NSLS Participation (Annually) External data tracking student leadership milestone completion. 7. Engagement Strategy Implementation Evaluation of standardized marketing processes (flyers, Canvas announcements, cross-organization collaboration) through attendance trends and participation growth. Included is a sample of the data collected and

	example of the objectives. Co-Curricular Assessment Data and Interpretation (AY24) During AY24, co-curricular programs were assessed using General Education rubrics aligned with critical thinking, communication, and creative problem-solving objectives. The following data was collected:
	I. The Navigator Objective: Improve students' critical thinking skills, specifically evaluating and contextualizing evidence. Results (Critical Thinking – Evidence Rubric): • Overall Average: 2.6 • First-Year Average: 1.6 (Target: 1.5) • Second-Year Average: 2.5 (Target: 2.5) Score Distribution: • Proficient (3): 2 students (second year) • Developing (2): 5 students (3 first year, 2 second year) • Beginning (1): 2 students (first year) Interpretation: The data indicates that the Navigator program met its stated benchmarks for both first-year and second-year students. First-year students slightly exceeded their target (1.6 vs. 1.5), while second-year students met their goal exactly (2.5). The progression from first to second year suggests measurable growth in students' ability to evaluate evidence, analyze sources, and contextualize information. This demonstrates that the scaffolded learning model, including emphasis on AP Style and source evaluation, is effectively strengthening critical thinking over time.
	II. Student Government Association (SGA) Objective: Strengthen students' communication skills, particularly delivery and tone. Results (Communication – Delivery/Tone Rubric): • Overall Average: 2.2 (Target: 2.0)

	Score Distribution: • Proficient (3): 5 students • Developing (2): 10 students • Beginning (1): 2 students Interpretation: SGA exceeded its benchmark with an overall score of 2.2. The majority of students scored at the Developing or Proficient levels, indicating consistent competence in adapting tone and delivery to audience and context. Experiences such as hosting leadership conferences and campus events provide applied communication practice, which appears to translate into measurable gains. While most students are developing rather than proficient, the results demonstrate that the program is successfully meeting its communication objective.
	III. Student Activity Board (SAB) Objective: Develop innovative thinking and creative problem-solving skills. Results (Creative Thinking – Innovative Thinking Rubric): • Overall Average: 2.25 (Target: 2.0) Score Distribution: • Proficient (3): 3 students • Developing (2): 4 students • Beginning (1): 1 student Interpretation: SAB exceeded its benchmark with an overall average of 2.25. Most students performed at the Developing or Proficient levels, demonstrating the ability to generate original ideas and expand upon them in event planning and campus programming. The data suggests that weekly hands-on planning experiences foster measurable growth in creative thinking. Continued emphasis on expanding and refining innovative ideas may help move more students into the Proficient category.

	Overall Conclusion Across all three co-curricular areas, benchmarks were met or exceeded. The data demonstrates measurable growth in critical thinking (Navigator), communication (SGA), and innovative problem solving (SAB). These results indicate that structured, experiential learning opportunities outside the classroom are effectively supporting institutional General Education objectives and contributing to students' academic and professional skill development.
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?	During the previous program review cycle, the primary action item identified was to increase student engagement, participation in our programs, and attendance at campus activities while strengthening collaboration between Student Life and academic and specialized organizations. The focus was on defining and establishing a co-curricular assessment at the college. Specifically, the department committed to: • Developing a more consistent and structured marketing process for campus events • Increasing communication through digital platforms, including Canvas and digital signs • Improving access for online and commuter students • Strengthening partnerships with academic programs, Athletics, and specialized student organizations to expand outreach • Co-curricular assessment Many actions have been improved, including expanding online programming, increasing collaboration with campus partners, implementing Student Life scholarships, and expanding transcript-recognized service opportunities, such as Serve and Learn and NSLS. Ongoing barriers include post-pandemic engagement challenges, student time constraints due to work obligations, and limited physical storage space. These barriers are actively addressed through flexible programming and strategic planning.

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 the necessary elements?	Student Life services are not statutorily required; however, they are essential to supporting student engagement, retention, and success. The college ensures alignment with institutional priorities and best practices through ongoing assessment and collaboration.
1.2 What is the <i>need</i> for this program/service, and how does the institution determine <i>need</i> ?	Student Life is where students learn and grow outside of the classroom. It is a holistic approach to learning and to feeling a sense of belonging on campus and in the community. The need for Student Life services is underscored through student participation, feedback, and institutional priorities related to belonging and retention. Growing mental health concerns in our society, increased online enrollment, and diverse student schedules further show the importance and need for flexible engagement opportunities. At Lake Land, it is “Education that fits your life” that includes Student Life.
1.3 If applicable, what is the student usage for this program/service?	Attendance data collected through the Navigate Kiosk indicates sustained student engagement in Student Life programming. Weekly Student Activity Board (SAB) events have maintained consistent participation over the past two fiscal years, demonstrating stable demand for structured events and opportunities. In addition to weekly programming, expanded activities such as West Building events each semester, pop-up engagement activities when we have “extra freebies,” online participation options, Welcome Week programming, and the annual Book Bash have increased overall student reach. Large-scale events (Welcome Week and Book Bash occur when students come pick up their textbooks for the semester) regularly draw hundreds of students, further demonstrating broad campus interest in community-building experiences. Student feedback collected during the annual Student Life Forum (April 2025) reinforces this need. Participants consistently identified campus engagement opportunities as valuable to their college experience and expressed interest in continued programming. Student Life currently supports nearly 20 active clubs and organizations, and the Student Government Association (SGA) serves as an ongoing feedback mechanism to ensure programming aligns with student interests and campus needs.

1.4 How does the student usage compare to the assessed need of the program/service?	Overall participation remains strong. Each spring, Student Life conducts a feedback forum with active participants to assess programming effectiveness and emerging needs. In April 2025, Student Activity Board (SAB) participants provided written feedback identifying interest in flexible engagement options. Student responses indicated continued demand for hybrid, asynchronous, and pop-up programming formats. Participation trends in online and flexible programming options further support this finding, particularly among students balancing employment and family responsibilities. These results inform ongoing efforts to expand accessible engagement opportunities beyond traditional meeting times and locations.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Student Life is primarily funded through the Student Activity Fee, which supports programming, student organizations, leadership initiatives, publications, and scholarships
2.2 How is this program/service funded, and what cost-effective strategies are in place to ensure sustainability?	Cost-effective strategies include shared resources with campus partners, student-led programming, and strategic use of student workers. The Student Activity Fee provides a sustainable funding source, and recent activity fee overages have been allocated equitably to enhance the student experience.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	To ensure effectiveness and alignment with best practices, we use standards set by professional organizations that promote best practices in student support services. All our staff are involved in state and national organizations, such as the National Association for College Activities. We participate in trips through the Illinois Community College Activities Association to similar institutions and conferences to review areas and provide a foundation or benchmark. The Navigator News, the student newspaper, consistently wins awards from the Illinois Community College Journalism Association. Several of our organizations align with a national affiliate and meet all requested standards and guidelines. By adhering to professional guidelines, monitoring student satisfaction and success, comparing performance with peer institutions, and continuously improving services based on data and feedback, the program can ensure it meets students' needs and provides a high level of support for their academic and personal success.

3.2 How does the college ensure that all staff are qualified and appropriate to oversee or provide the program/service?	Lake Land College job descriptions provide clear guidance on the credential requirements for staff who work in Student Life. The director must have a master's degree, the specialist must have a bachelor's degree, and the administrative assistant must have an associate's degree. Certain positions also require licensing standards. The College also provides professional development and training opportunities to expand knowledge and skills to support academic, emotional, and mental well-being. This approach ensures that staff are qualified to meet the needs of our student population.

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?	Several innovative initiatives within Student Life may serve as models for other institutions: Serve and Learn Volunteerism Program Students complete documented community service that is transcribed for academic recognition. Participants earn 0.5 credit hours for every 7.5 volunteer hours, up to a maximum of 2.5 credits. This formal integration of service into the academic record strengthens workforce readiness, civic engagement, and student accountability. It reinforces institutional core competencies, particularly civic responsibility and communication. NSLS Transcript and Graduation Recognition Lake Land's chapter of the National Society for Leadership and Success (NSLS) recently surpassed 1,000 inducted students. Approval to include NSLS recognition in the graduation booklet and on student transcripts formalizes leadership development as an institutional value. Leadership training, workshops, service in the college food pantry, orientations, and small groups provide structured pathways for leadership. This has increased student motivation to complete and provided visible recognition of achievement. Student Life Scholarships (Implemented AY24) Scholarships tied directly to student involvement were introduced, awarding \$17,000 in AY25. This initiative incentivizes engagement and reduces financial barriers to participation, reinforcing the connection between involvement and student persistence. Equitable Redistribution of Activity Fee Overage (AY25 and 26) For the first time in over a decade, an additional \$40,000 in activity fees was distributed. Student groups collaboratively determined allocation priorities, modeling shared governance and responsible leadership while expanding programmatic impact. Impact on Student Success These innovations: • Increase student engagement and sense of belonging • Provide transcribed leadership and service credentials • Support retention through scholarships and recognition • Strengthen workforce readiness through leadership training and civic engagement

3.4 What are the strengths of this program or service?	Strengths • Strong leadership development infrastructure through NSLS, SGA, SAB, and Serve and Learn • Transcribed recognition of leadership and service • Cross-campus collaboration (Counseling, Academics, Athletics, Navigator News) • Implementation of Student Life Scholarships • Increased financial support through activity fee overage
3.5 What are the challenges or weaknesses of the program/service?	Some common challenges include engaging and recruiting students. There are many ways in which we recruit students to join campus clubs and organizations and encourage the student body to attend events through social media and marketing efforts. Unfortunately, the number of students who cannot volunteer due to work and other commitments appears to have increased. Also, finding students dedicated to the various groups' missions is sometimes a challenge. Advertising Student Life events and groups can be difficult to keep up with, especially as the college has created multiple new platforms over the past few years, such as text messaging, Canvas updates, digital signs, and other forms of communication. However, having additional staff in the office has helped with this effort. Another struggle with student engagement is getting students to vote in the Student Government and Student Trustee elections. Finally, while our new space in the Luther Student Center addition is beautiful, we still struggle with having enough storage to adequately manage supplies for all the initiatives, programming, and events in the Student Life Office. Our office is excited and interested to see what changes await with the Effingham Technology Center. In the coming years, we plan to embrace “Education that fits your life” by doing our part to support student needs.

3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	We use a kiosk system for students to check in at events. Additionally, the following tools were utilized: • Participation and attendance tracking (clubs, SAB events, NSLS, SGA) • Scholarship application and award data • Activity fee allocation records • Informal student feedback and advisor discussions • Co-curricular assessment tied to institutional learning outcomes • Student Satisfaction Inventory administered every three years. • Tableau software reporting (in collaboration with Institutional Research) • External NSLS tracking data
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Continuous feedback from students, faculty, and staff is gathered through a variety of methods. Continuous improvement efforts include: • Regular review of attendance and engagement data • Semesterly review of club advisor reports • Executive team meetings within NSLS and SGA to assess programming effectiveness • Quarterly budget discussions with Business Services • Ongoing evaluation of marketing strategies and communication platforms • Integration with the new Navigate system to enhance student success tracking
3.8 What disaggregated data were collected, measured, and evaluated to assess program/service effectiveness?	Lake Land College Student Life utilizes data to monitor student engagement with our services. Disaggregated data reviewed through Tableau and institutional reporting includes: • Participation by demographic categories (race, gender, age, enrollment status, where available) • Scholarship recipients by involvement area • Volunteer hours completed • Event attendance trends • Leadership participation across student organizations By collecting disaggregated data, we can continuously assess and improve the effectiveness of our services, ensuring that all students are served appropriately.

3.9 Were there any identifiable equity gaps in the data? Please explain.	Yes, data review suggests participation disparities among students balancing employment and family responsibilities. Non-traditional students and commuter students may engage at lower rates due to time constraints. Continued data analysis is needed to determine specific equity gaps. Our partnership with data analytics enables us to capture these key metrics in our software. College-wide, we know that many of our students are traditional-age and first-generation.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	We have several ongoing partnerships with the area to help us seek opportunities to bridge these gaps and to increase equitable access. For example, Student Life: • Offers transcript service credit for flexible volunteer opportunities • Provides scholarships tied to involvement • Uses multiple communication platforms to reach diverse student populations • Collaborates with Counseling and Academic divisions to reach broader student groups • Plans to align efforts with the “Education that fits your life” initiative to better accommodate non-traditional students
3.11 How does the program or service address inequities in instructional programs, if appropriate?	Student Life complements instructional programs by providing leadership training aligned with workforce development. We offer civic engagement opportunities aligned with academic pathways that benefit a broad range of students. We are supporting transfer readiness through collaboration with advising and transfer events held twice a year, if not more. By enhancing a sense of belonging and persistence, particularly among first-generation and underrepresented students, we work each day to reach students.

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:	2021-2025
Review Area:	Athletics
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.	Director of Athletics/Bill Jackson
Mission How does the program/service contribute to the mission of the college?	Lake Land Colleges athletics supports the college's mission to "engage minds and change lives" by fostering student success through a holistic approach that emphasizes academic excellence, leadership, and resilience. Athletics align with the college's core values of teamwork, excellence, and caring by promoting a supportive environment where student-athletes thrive in both competition and the classroom.
Advancement of Equity How does the program/service help advance equity?	Lake Land College's athletics program promotes equity and student success through a strong focus on academic achievement, with all our athletic programs earning NJCAA Academic All-American honors and carrying team GPAs above 3.0. The program supports student-athletes through holistic development, fostering leadership and dedication both in the field and in the classroom.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	Lake Land College competes in the NJCAA Region 24, the Great Rivers Athletic Conference (GRAC), and the Midwest Athletic Conference (MWAC). The athletics programs feature competitive teams in baseball, softball, men's and women's basketball, volleyball, and clay target shooting. Lake Land Colleges' athletics aims to foster a culture of excellence, developing student-athletes who excel in both the classroom and competition.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Lakers Athletics aims to foster a culture of academic and athletic excellence. Since 2007, the athletics department has appeared in 20 National Tournaments, won 24 Regional Championships, and won one National Championship. Academically, in that same period, we compiled a 3.19 GPA and 61 Academic All-American Teams.

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?	Funding challenges were reported in our past program review. We have addressed these challenges and found new partnerships within the community to help with our funding challenges. We have worked with the Foundation and cultivated a major donor for an indoor training building that will benefit our student-athletes.
Indicator: Need	
1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	No
1.2 What is the <i>need</i> for this program/service and how does the institution determine <i>need</i>?	Lake Land Colleges' athletic department needs include funding for scholarships and operational resources to support 154 student athletes. The college determines these needs by assessing financial aid eligibility via the FAFSA and evaluating budgetary requirements for competitive sports.
1.3 If applicable, what is the student usage for this program/service?	Lake Land College students actively use the athletic department through a mix of varsity sports, intramural activities, and access to the fitness center. Roughly 154 student-athletes compete in intercollegiate athletics. General students can access the fitness center for cardio, weights, and aerobics, and intramural sports are also available.
1.4 How does the student usage compare to assessed need of the program/service?	The athletic department continually tracks participation rates, facility attendance, and equipment usage in the field house, fitness center, cross-country course, and both baseball and softball fields. We utilize these metrics to determine if resources are meeting our students' needs.
Indicator: Cost	
2.1 What are the current expenditures of the department?	As reported each year in the Equity in Athletics report, current expenditures include total salaries, athletically related student aid, recruiting expenses, and operating expenses. Total expenses reported in the 2025 Equity in Athletics report were 1,334,606

2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Lake Land College's athletics department is funded through a mix of the college's operating budget, donor gifts through the Lake Land College Foundation, and revenue from sports operations. We will continue to explore other avenues to generate revenue and become more self-sustaining.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	N/A
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Each summer, our staff develops professionally. They can attend their coaches' and athletic trainers' conventions and clinics. The coaches go out and watch practices at other colleges to learn new drills and skill sets. We have them go through the NJCAA compliance training each summer. Everyone on staff is AED/CPR-certified every 2 years. We bring in compliance officers from NCAA schools to discuss changes implemented to affect the transfer of our student-athletes.
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?	We partnered with our workforce development team to provide training in communication styles for our staff. We will also implement this with our student-athletes. This will give our coaches a better understanding of how each student athlete learns.
3.4 What are the strengths of this program or service?	Lake Land College's athletic department is characterized by our strong commitment to both academic and athletic excellence. This is highlighted by consistent NJCAA tournament appearances. The department fosters a culture of success with multiple teams earning academic honors and boasts a dedicated and collaborative staff. Our key strengths are commitment to championship success, academic focus, commitment to teamship, quality facilities, transfer opportunities, and dedicated staff.
3.5 What are the challenges or weaknesses of the program/service?	The department's major challenge is funding. Funding for athletics, including providing the resources needed for students, operational costs, and travel for competition, can be challenging, especially in times of funding challenges. The rewards of being part of a college athletic program are very positive and enhance the college experience for student-athletes and the student body as a whole.

3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	At the end of each academic year, we send our student-athlete experience survey to all non-returning student-athletes. This survey provides a better understanding of the shortfalls and successes in our student-athletes' experience.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Lake Land College's athletic department uses data-driven decision-making to analyze performance and identify areas for improvement. We utilize the institutional effectiveness team to support the athletic department with data collection, analysis, and reporting for strategic planning. Our assessment cycle involves setting goals, measuring outcomes, and implementing strategies to improve student-athlete success.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Lake Land College athletic department assesses its departments' effectiveness through the Equity in Athletics Disclosure Act report, which disaggregates data by gender, team, and sport to measure, collect, and evaluate participation rates, financial support, and coaching staff equity. This ensures compliance with Title IX in providing equal opportunities.
3.9 Were there any identifiable equity gaps in the data? Please explain.	No
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	N/A
3.11 How does the program or service address inequities in instructional programs, if appropriate?	N/A

PRIOR REVIEW SUPPLEMENTAL INFORMATION

None to Report