

LAKE LAND COLLEGE

ICCB PROGRAM REVIEW REPORT

FISCAL YEAR 2025

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:	2020-2024
Directory of Reviews Submitted	
Area Being Reviewed	Page Numbers
Career and Technical Education	3-171
Academic Disciplines	172-205
Cross-Disciplinary Instruction	206-216
Student and Academic Support Services	217-258
Prior Review Supplemental Information	259

CAREER AND TECHNICAL EDUCATION

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
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
AAS.AG Bus. and Supply	AAS	65	1.0103	CRT.AGBUS
CRT.AG Bus.	CRT	30	1.0101	CRT.CROPS
CRT.CROPS	CRT	30	1.0304	
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 core curriculum is designed for those students who are planning a career in fertilizer, pest management, agri-business sales, management or ownership in these areas. While this curriculum is designed for agricultural business, it also provides transferability to Southern Illinois-Carbondale, Western Illinois and Illinois State universities. The Agriculture Business certificate program is designed to prepare students for employment in beginning management and sales capacities in agriculture businesses including elevators, fertilizer companies and feed companies. The Crop Production certificate is designed to prepare students for employment in crop production situations. These situations include farming, farm management and farm operations. Program contains a minimum of eight weeks of internship at an approved location.		
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>		A five-year average for achieving program objectives is 93%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment management system.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		More emphasis will be placed on recruitment of students into the program and a continued effort in improving retention, persistence and completion data. Action was completed as enrollment has increased in the reported programs.		

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.	Christian Kessler Agriculture Instructor and Farm Manager. I am the Ag Business Program Coordinator. Christian teaches several courses within this degree and serves as the academic adviser to students within the Ag Business degree. Christian collaborates with other instructors within the Ag division (Ryan Wildman Agriculture Instructor, Hayden Wilder Agriculture Instructor and Ryan Orrick Agriculture Division Chair) that teach courses within this program to compile data to report into Weave.
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.	Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Institutional Research: Lynn Breer provides information and analytics of programs and trends. Division Chair: Ryan Orrick provides valuable oversight and assistance in reviewing collected information.
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 the career. A credit hour requirement of 65 for the associate degree program completion is needed in order to maintain the desired abilities of students by future employers.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to the 2024 Lightcast Occupation Overview, the 14 local counties in central Illinois that students will likely gain employment in will grow by 11.4% by 2034. This is 6.7% more growth than the national average. Local jobs are expected to grow from 1,551 jobs in 2024 to 1,728 jobs by 2034.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	According to the 2024 Lightcast Occupation Overview, the 14 local counties in central Illinois that students will likely gain employment in will grow by 11.4% by 2034. This is 6.7% more growth than the national average. Local jobs are expected to grow from 1,551 jobs in 2024 to 1,728 jobs by 2034. According to the previous 5-year data from Lightcast, local jobs grew 2% or 30 jobs while the national average decreased 6% or 60 jobs.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast occupational overview is utilized to review the needs of the local labor market. These reviews coincide with the 5 year program review.
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?)	Several venues are explored to educate students on the lucrative career path for Ag Business 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, the division chair and myself sit down to collaborate on innovative ways to improve the curriculum. After agreeing on a direction forward, 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. The College's curriculum committee needs to approve the changes and then the changes are submitted to ICCB for 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.	At this time, none have been realized.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affai	Response

rs/program-review/)	
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) • Cost of the program is just under \$10k per student. Students pay \$147.17 per credit hour. • The cost of the Ag Business and Supply program is competitive and comparable to similar programs across campus. • 6 full time faculty members teach courses required by this program. Annual program enrollment of around 50 students per year are seen by these 6 instructors but only 4 faculty see the students in courses more than once. • Program costs are covered by student tuition and fees, state reimbursement, and local property taxes. • 93% of students successfully complete courses • 2020-36 students; 2021-34 students; 2022-35 students; 2023-55 students; 2024-48 students • Credit hours earned annually remains steady within the program • Due to the limited faculty in the Ag Division, scheduling remains consistent among all students.
2.2 What are the findings of the cost-effectiveness analysis?	The Ag Business and Supply program continues to remain a popular and equitable degree program. The annual enrollment in the program supports the 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 program does not depend on grant funding for sustainability.
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	There are several variables that go into the cost for the program so it is hard to give an exact one size fits all number. \$10,290.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students. Tuition and fees for students at Lake Land College is \$147.17 per credit hour. Tuition and fee rates at bordering community colleges are \$178.50 at Parkland College, \$156 at Lincoln Land Community College, and \$154 Richland Community College. Lake Land College assists students through

this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Financial Aid/FAFSA, scholarship help through the LLC Foundation, Perkins support, and the campus food bank. Continuous efforts are made each year to look at alternatives in delivery and efficiency.
2.5 How will the college increase the cost- effectiveness of this program?	The Ag Division will continue to share resources and collaborate to utilize the budgeted funds appropriately across all degree programs offered.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Not at this time.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional, online, and hybrid courses are offered as a part of this program. The majority of the courses are offered in a traditional manner with face-to-face attendance in a classroom. Success rates vary little based on delivery format with most courses having over an 85% success rate. The online courses might have a slightly lower successful completion rate but by 5% or less.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The annual Ag Advisory Council meets to discuss current trends in the Agriculture Industry. Discussion from the council is then implemented into the current courses to maintain relevance to recent advancements in Agriculture. Students complete the program satisfaction survey at the end of their last semester as sophomores. I work daily with fellow agriculture instructors discussing current trends and changes in the agriculture industry to keep course materials relevant to the modern agriculture landscape. Textbooks are reviewed annually, or as frequently as allowed, if a new text is adopted for class. Employer evaluations are collected from each student's SOE. We also work closely with local employers on the college farm and collect feedback from them on changes coming to agriculture. We use the feedback we receive to make necessary changes to the program and curriculum as new and emerging technologies hit the market.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?	Yes, it is a part of the Agriculture Program of Study.

If yes, describe any strengths or challenge to program of study implementation.	
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes the Ag Business 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. As well, the Agriculture Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and was implemented in the Fall of 2021. There is a formal 2+2 agreement with Southern Illinois University at Carbondale and three informal agreements with Western Illinois University, Illinois State University, and Murray State University. Students will complete 1,040 hours of SOE where they will gain practical hands-on skills. These opportunities allow the students to gain experience and knowledge that cannot be taught in the classroom. The college offers academic counseling and career advice, mental health support and referrals, food bank accessibility, LEAP forms for struggling students, and free tutoring services.
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 Ag Business and Supply degree program utilizes the Land Lab to teach and demonstrate real world examples so students can visualize common agronomic disorders and decisions that must be made to produce a crop. The College Farm's equipment is also utilized for students to have the opportunity to work on the technology they will be using once they enter the workforce. Practical labs are also integrated into the curriculum so students can receive some training in real world examples before entering the workforce.
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?	AGR 083-23682; Small Engines; Marshall AGR 083-42843; Small Engines; Okaw Valley AGR 121-46753; Farm Business Records; Pana AGR 121-46756; Farm Business Records; Stewardson-Strasburg AGR 121-8649; Farm Business Records; Windsor AGR 121-8466; Farm Business Records; Shelbyville AGR 121-8649; Farm Business Records; Sullivan A variety of general education courses such as English, various math courses, speech, biology, practical software, etc. are offered at most of the 32 high schools within the college's district. Some high schools share resources to provide a wider range of dual credit offerings to their students. These courses can be applied to the Agriculture Business and Supply degree.

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?	26 weeks of SOE are included within this degree program. 4 unique opportunities are offered across the two years and include 1,040 hours of on-the-job training learning hands on skills that are not able to be taught in a classroom. This SOE opportunity also allows students to have industry exposure which increases their chance of employment after graduation.
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.	There are no required credentials within the program. Students are well prepared to take their pesticide applicators licensing, certified crop advisor licensing, and other industry specific credentials testing. At the end of the program, students will have their CPR certification. This is completed during their workplace communication/safety course.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	Students utilize supervised occupational experiences as part of their 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.	• Pesticide Applicators Licensing • Certified Crop Advisor Licensing • Certified Professional Soil Scientists • Soil Classifiers Licensing These industry recognized credentials are not a component of the degree program. Graduates are well prepared to obtain these licenses if they so choose. Pass rates not collected by college; licensing is not required for degree completion.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Four Universities accept the Ag Business and Supply Degree for entry into a bachelor's program. Illinois State University; Western Illinois University; Southern Illinois University Carbondale; Murray State University
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Many long-standing partnerships have continued to thrive. BASF is a new partner on the College Farm that allows the Ag Business and Supply students to see research trials and emerging technology implemented that they will utilize once they enter the workforce.

3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Farm Credit, Ulrich, SC/FS, Compeer Financial all support the Agriculture Division in assisting the college, or individual students' equitable access to funds necessary for enrollment in the program.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Fall and Spring professional staff development is offered by the college. Within the Ag Sector, IACCAI professional development is offered through a fall and spring conference where Agriculture Faculty from multiples colleges and universities to collaborate and create innovative new ways to develop and implement course materials. Industry specific development is also achieved by attending conferences, field days, and product demonstrations.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	DEI training is offered fall and spring by the college.
3.17 What is the status of the current technology and equipment used for this program?	New technologies are being utilized by the program. Recent advancements in agriculture have led to electronic instruments replacing older manual equipment. An example of this is accessing a tissue sampler that gives instant results instead of needing a specialized lab to process and report on samples.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Annual Reports produced by the college are discussed amongst division faculty at division meetings and used to update curriculum and improve enrollment initiatives.
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?)	Information gained from assessment is utilized to discover areas of study that are particularly troublesome for students to understand. With these results, extra emphasis can be placed on difficult or complex course materials to increase knowledge acquisition and retention.
3.21 How satisfied are students with their preparation for employment?	All graduating students felt prepared to enter the workforce upon successful completion of the program. A majority of these students felt they were strongly prepared for the career they are about to begin. In 2024, 67% of students said they strongly agreed

How is this student satisfaction information collected?	that they were well prepared to enter the workforce and 33% said they agreed that they were prepared to enter the workforce. Student satisfaction survey is administered to students in their final semester before graduation. The survey is administered electronically.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Advisory council notifies and prepares us faculty of changes within the industry. While the meeting of this council is beneficial, we are going to break into small groups at the next council meeting trying to cultivate more area specific discussion about new and emerging trends in the industry. We are in contact with council members outside of the annual meeting through relationships established in the ag division, on the College Farm, and through SOE opportunities.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Employers are involved in SOE, advisory council, scholarship opportunities, practical partnerships and development of new and updated course materials.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers are extremely satisfied with graduates' preparedness for employment. While no formal survey is conducted, supervisor evaluations from SOE opportunities provide insight.
3.25 What are the program's strengths?	The strengths are the following: 1. A talented student base 2. A rich agriculture area 3. Supportive industry partners that see and know the value of this program 4. Strong college support 5. A talented and dedicated group of faculty
3.26 What are the identified or potential weaknesses of the program?	Lack of diversity within the program due to the demographics of the local area.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Efforts are being made to improve the appeal and accessibility of the program to non-traditional students.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

The local demographics and culture limit the potential for non-traditional students to be enrolled in the program. Perspective students will either enter the program right after high school or go into the workforce and are not likely to return to education unless there is an economic decline leading to the need of a degree.

Performance and Equity Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	AAS.AG Bus. and Supply CRT.AG Bus. CRT.CROPS				
CIP Code	1.0103 1.0101 1.0304				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
AAS.AGBUS	35	34	33	53	47
CRT.AGBUS	1	0	1	1	1
CRT.CROP	0	0	1	1	0
Number of Completers					
AAS.AGBUS	19	13	15	8	17
CRT.AGBUS	17	9	13	6	17
CRT.CROP	3	1	0	13	18
Unique Completers	22	14	15	22	35
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	Currently disaggregated data is collected and reviewed on economically disadvantaged, academically disadvantaged, age, single parent, first gen college student, and employed students. The agriculture division has the highest retention rates amongst all divisions and successful completion of the program is not greatly influenced by different student demographics.				

to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	Average enrollment of 41 students per year over the last 5 years successfully complete 94% of credit hours attempted. 78% of students are retained from year 1 to year 2 of the program and have a 93% course persistence. These data points indicate the program is above the college average and is supplying well trained individuals into the workforce upon program completion. Assessment data is also used to ensure course and program objectives are being met by students.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	First Gen and Non-traditional students have a lower retention rate than traditional students. Part of this is caused by non-traditional students returning to finish the degree they began in prior years, or students transferring in from other institutions and not needing to have the full 2 years to complete the program. First Gen students also have a lower retention rate caused by their need to enter the workforce immediately to support themselves financially.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	N/A
Are the students served in this program representative of the total student population? Please explain.	The program has a 56.3%-43.7% male to female ratio compared to 58.6% female and 41.4% male college-wide. The program is 93.8% white and 6.2% minority compared to 90.0% white and 10.0% minority college-wide. The program is 91.7% full-time and 8.3% part-time students compared to 46.1% full-time and 53.9% part-time college-wide
Are the students served in this program representative of the district population? Please explain.	The program has close to a 55%-45% male to female ratio and would parallel the demographic of the district population. This is a slight increase in the percent female enrollment from the last program review.
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 Ag Business and Supply degree remains a popular and equitable program of Lake Land College.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	More emphasis will be placed on recruitment of students into the program and a continued effort in improving retention, persistence and completion data. Emphasis will also be placed on making the program more accessible to non-traditional students.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program is continually being improved to be more accessible to non-traditional students. Appeal to a more diverse population is also being made.
Resources Needed	Continued support to acquire new and emerging technology within the agriculture industry.
Responsibility Who is responsible for completing or implementing the modifications?	Agriculture Division Chair and Ag Business Program Coordinator.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
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
Agriculture Production & Management	AAS	65.5	1.0301	SHOULD LIVESTOCK AND CROP PRODUCTION BE LISTED HERE? CRT. <u>Crop Production</u> <u>CRT. Livestock Production</u>
	CRT.LVST	29.5	1.0302	
Livestock Production				
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 Ag Production & Management curriculum is designed for those students who are planning a career in agricultural production, farming, ag production sales, management or ownership in these areas. While this curriculum is designated for agricultural production, it is also transferable. 1. Demonstrate an awareness of farm safety and the safe operation of farm implements. 2. Demonstrate an understanding of livestock fundamentals in the core areas of breeds, selection, genetics, reproduction, animal products, nutrition, and health. 3. Demonstrate an understanding of commodities and marketing 4. Express basic agriculture competency skills in oral and written communication. 5. Express an understanding of computers and awareness of agriculture software. 6. Demonstrate an understanding of the operation of a farm enterprise, skills and knowledge application, and use of technologies. 7. Identify risk and conflict in management decisions. 8. Apply appropriate mathematic skills required for agriculture production. 9. Prepare accurate records for the purpose of accounting and financing.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How		Per the Ag Production and Management program coordinator a five-year average for achieving program objectives is 88%. An annual assessment is conducted by the program coordinator and reported into Weave, the Lake Land College assessment		

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>	management system.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	The Agriculture Advisory Committee provided the recommendation that students work at multiple work locations across their four Supervised occupational Experiences. The rationale for this recommendation stressed the importance of students gaining experience from different production operations. The accumulation of more diverse work experiences within industry would ultimately enhance their management skills and decision-making processes. The Advisory Council further recommended greater integration of Precision Agriculture topics into the curriculum. As a result, there has been a greater focus on Precision Ag particularly in agronomic and software classes. The Agriculture Division continues to review delivery methods and course offerings to better suit the diverse needs of our students. The Agriculture Division currently has students that come from the following states; Illinois, Indiana, Michigan, Tennessee, Iowa, Missouri, Ohio, Pennsylvania, Florida.
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.	Hayden Wilder Agriculture Instructor and Livestock Judging Team Coach, serves as the Ag Production and Management Program Coordinator. Hayden teaches several courses within this degree and serves as the academic adviser to students within the Ag Production and Management degree. Hayden collaborates with other instructors within the Ag division (Ryan Wildman Agriculture Instructor, Christian Kessler Agriculture Instructor and Ryan Orrick Agriculture Division Chair) that also teach courses within this program to compile data to report into Weave.
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 any business partners. Outside of the Ag division faculty, several stakeholders provide an important role in this program review. Assessment Coordinator: Nermine Tawdros provides guidance and support for assessment 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 the career. A diversification of course offerings is preferred in multiple areas including livestock, agronomy, and business. As a result, students enrolled in this program will complete a total of 65.5 hours beginning in FY2021 .
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	• We have a high number of employees regionally relative to a national area the same size. • Regionally, employment and job supply are high but job posting demand is light compared to national average. • Average regional salary is lower (\$34,265) compared to average national salary (\$37,619).
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Regional employment has increased 2.0% compared to a decline of 6.0% nationally. Projection chart shows constant slow growth regionally over the next 5 years. (11.4% over the next 10 years).
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONET – once every 5 years.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Several venues are explored to educate students on the lucrative career path for Ag Production and Management: National FFA Convention Illinois 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 State Fair Sponsor for Illinois Master Showmanship Contest Members of Ambassador Team Hosted 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.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	No, none have been realized.
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.).	Program Improvement Enhancement (PIE) - Total cost for 2-year degree completion is \$10,080. - This cost is comparable to other AAS degrees across campus. 27 students enrolled; 5 faculty members teach courses for the program.
- Revenue Analysis - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	- Annual Enrollment is down 5.1% from prior year. - Course persistence rate of 92.85%. - Enrollment has declined 5.1%. 88% are full time and 12% of students are part time. - Group scheduling is conducted to ensure efficient scheduling techniques.
2.3 What are the findings of the cost-effectiveness analysis?	The college is currently maintaining the needed enrollment to support the cost 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.	Most of the cost do not come from grant sources.
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)	There are several variables that go into the cost for the program so it is hard to give an exact one size fits all number. \$10,080.00 would be the best estimate for books tuition and fees to complete this program. Efforts in the area of dual credit, financial aid and scholarships are promoted to help with financial barriers to students. A reduction in 4 credit hours was implemented 2021. Continuous efforts are made each year to look at alternatives in delivery and efficiency. Total tuition and fees (\$10,080) to complete the degree is less than the starting average salary (\$34,265). Perkins, FASFA completion, scholarships as well as emergency funding are utilized to help students overcome financial barriers.
2.5 How will the college increase the cost- effectiveness of this program?	All Agriculture programs share equipment and resources to financially benefit Lake Land College.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No, not at this time.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Delivery methods are face to face, hybrid / virtual synchronous, and online. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams. Course persistence for face to face is 92%, while course persistence for hybrid / online is 81%.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program annually seeks feedback from students completing the degree regarding instructional areas that they would like to see modified or changed, and these are then worked to be implemented into the program.
3.3 Is this program part of a Program of Study as defined by	Yes. Since the last program review, the program has been aligned with Perkins V expectations. Annual review of this is conducted to

Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	ensure continued alignment.
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 Ag Production and Management 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. As well, the Agriculture Division has completed the Guided Pathways initiative for all programs which establishes meta-majors and was implemented in the Fall of 2021.
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?	New simulation equipment has been secured to offer opportunities in precision farming and livestock production. Hands-on labs for animal breeding and agronomic research, for example, have been implemented.
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?	AGR-046-51598 ERCA, Okaw Valley AGR-083-23682 Small Engines Marshall AGR-083-42843 Small Engines Okaw Valley AGR-121-46753 Farm Business Records Pana AGR-121-46756 Farm Business Records Stewardson Strasburg AGR-121-8649 Farm Business Records Windsor AGR-121-8466 Farm Business Records Shelbyville AGR-121-8649 Farm Business Records Sullivan
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-six weeks of on-the-job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division. Companies are invited in to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network

	with Agriculture based companies such as John Deere, Bayer, The Equity, Growmark, CNH, Helena, Crop Production Services, South Central FS, Heritage FS and various farming operations. 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.
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.	Not applicable.
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?	Formal and informal articulation agreements are in place with Southern Illinois University Carbondale, Illinois State University, Western Illinois University and Murray State University.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	Not applicable.
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?	Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the agriculture division. Various professional conferences in Animal Science, Ag Business and Agronomy have been utilized to increase knowledge in specific areas for instructors. 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?	Various staff development sessions are annually offered for faculty regarding this subject matter.
3.17 What is the status of the current technology and equipment used for this program?	Livestock simulation equipment, two greenhouses, 25 computer station lab and a mobile tablet lab is utilized for students completing this degree. As well as a precision planter, a Puma Case tractor with RTK and a 14foot sprayer is utilized in the agronomy area for precision training.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	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 students learning?)	Where remarkable deficiencies in student success are realized that information is shared and adjustments are made. An example would be a lower completion rate in Agricultural Occupations was noted. This year, students have been offered more time to complete online coursework and additional in-person help sessions on portfolio constructions. This seems to be improving completion rate.

3.21 How satisfied are students with their preparation for employment?	Students noted a high satisfaction in employment preparation. This was gathered through both SOE employer evaluations, and student surveys exiting the program.
How is this student satisfaction information collected?	A student survey is completed annually about employment readiness.
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. As well, a discussion opportunity for employers and partners to voice concern or new opportunities that should be implemented is utilized. We have continuous contact with several advisory members during the year to learn about the current state of their respective industries. Creating a platform to connect more consistently during the year as needs arise. This year, we are moving the meeting to March to hopefully attract a larger crowd. We are also extending invitations to new people to hopefully serve on the committee to represent the program.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	All Supervised Occupational Employers fill out a performance review on the students hired. These feedback notes are taken to incorporate into curriculum improvement each year.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employer data from the performance review surveys show a 95% satisfaction rate of Lake Land College graduating sophomores
How is employer satisfaction information collected?	These are collected through a numerical grade on the employer evaluations.
3.25 What are the program's strengths?	The strengths are the following: 1. A talented student base 2. A rich agriculture area 3. Supportive industry partners that see the value of this program 4. Strong college support 5. A talented and dedicated group of faculty members
3.26 What are the identified or potential weaknesses of the program?	A slight decline in enrollment and a shrinking population within our district are concerning. Additionally, lack of diversity in the student population for this program could be considered a weakness.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	Continuing to listen to employer and advisory member recommendations to make slight modifications to program offerings should make the program more appealing to potential candidates, therefore helping to increase enrollment.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

Not applicable.

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	Agriculture Production and Management Livestock Production Certificate				
CIP Code	1.0301 1.0302				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	41 1	27 2	32 0	39 0	37 0
Number of Completers	21 1	8 2	10 0	15 0	17 0
Other (Please identify)	-	-	-	-	-
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Currently, the College provides annual enrollment numbers, annual graduation numbers by program and division, course persistence information by semester, and retention by division. Student demographic information was also evaluated.				

How does the data support the program goals? Elaborate.	The data shows that Ag Production is an important field of study for many students attending Lake Land College. Students completing this program have many opportunities to enter the workforce or transferring to a university to complete a higher degree.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, if gaps are identified, faculty work collaboratively to identify a strategy to address them.
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.	Not applicable.
Are the students served in this program representative of the total student population? Please explain.	The program has a 81%-19% male to female ratio. This ratio would have a higher male concentration than the demographic of the total student population.
Are the students served in this program representative of the district population? Please explain.	The program has a 81%-19% male to female ratio and would have a higher concentration of males than the demographic of the 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.	The Ag Production and Management degree remains a popular and equitable program of Lake Land College. The Livestock Production Certificate remains a viable option for students looking for just one year of higher education instead of two.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Attention to recruitment is being explored. More emphasis will be placed on recruitment of students into the program and a continued effort in improving retention, persistence and completion data.

Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Not applicable.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Staff developments have been taken by the program coordinator on diversity, equity and inclusion.
Resources Needed	Budget money to travel and effectively recruit prospective students into the Agriculture Production and Management Degree and Livestock Production certificate. Continue to engage data analytics and best practices of Guided Pathways into Retention Persistence and Completion initiatives.
Responsibility Who is responsible for completing or implementing the modifications?	Agriculture Division Chair and Agriculture Faculty

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2019-2024		
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
Horticulture Productions & Landscape	AAS.HRT CRT.HRT	65.5 33	010601 010601	CRT.HRT
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 Horticulture Production & Landscape degree is for students seeking advanced training within the green industry including greenhouse management, golf course management, landscape design, nursery management, and landscape construction. The 20 weeks of internship allow the student to specialize within the production or landscape areas. Graduates from the Horticultural Production and Landscape program will be able to: 1. Express basic horticulture competency skills in communication. 2. Apply appropriate mathematic skills required for the horticulture industry. 3. Demonstrate an understanding of horticultural fundamentals in the core horticulture areas. 4. Demonstrate skill in prioritizing during Supervised Occupational Experience. 5. Examine the basics of horticulture and salesmanship.		
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>		Each year the program objectives are assessed. The majority of the rating comes from internship employer evaluations of students. The 5-year average for the above objectives is 97% students rating average or above. Special emphasis, because of past assessment recommendations, is being placed in all Horticulture courses on basic horticulture math problems and oral presentation skills.		
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?		Low program enrollment numbers are a continued emphasis. The program coordinator continues to engage in aggressive recruiting and marketing methods.		

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.	Dyke Barkley is the Horticulture Production & Landscape Program Coordinator. Ryan Orrick Agriculture Division Chair. Other resources include the Director of Institutional Research & Reporting, and Director of Data Analytics.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Agriculture division faculty Ag Advisory Board provides feedback and suggestions at annual meeting. Horticulture group made up of former horticulture graduates working in the district as well as internship employers are interviewed four times a year for updates on program changes suggestions.
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 recommendation from the Ad advisory council and the Horticulture group is for students to maintain the current program requirement rigor and credit hours (65.5 for AAS and 33 for the certificate) to be competitive in the career. The horticulture industry covers lots of differing topics and ideas all folded under the area of horticulture.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The demand for skilled horticulture employees continues, locally employers are looking for specialized horticulture employees with skills in landscape design, customer sales and greenhouse management. Regional employment is higher than the national average. The demand (Lightcast data) for employment in: Landscaping/groundskeeping workers national is 3 to 5% growth and a state growth projected of 8%. Crop, Nursery, Greenhouse workers is neutral for national and 3% growth within the state. IDES predicts a growth of 2.28% over the next 10 years.

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Looking at EMSI data the labor demand dropped in certain areas over the last 5 years. The future five years show a regional growth of 7% moving numbers slightly higher over the 10 years average of employees.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	ONET for national and state labor market data. IDES -LWIA Occupational Projections report data Data and predictions are studied annually at program review.
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?)	Several venues are explored to educate students on the lucrative career path for Horticulture here is a sample of those different initiatives: • National FFA Convention • Illinois FFA Convention • Farm Progress Show • 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 • Shilo Career Fair • Members of Ambassador Team • Hosted 8 District and Section CDE’s including the Horticulture CDE • Facebook Page • High School Visits by program coordinator
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 Division Chair and appropriate Vice President takes place before proceeding. Once the need/change is approved, I proceed to the curriculum committee with the needed changes. Once changes are approved by the College’s curriculum committee, the changes are submitted to ICCB for 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: Expansion of Horticulture members on Ag advisory council Increased use of Horticulture group made up of former horticulture graduates working in the district as well as internship employers are interviewed four times a year for updates on program changes suggestions for advisement in program and employee needs of district.

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.).	On an annual basis the program coordinator, division chair, and the Director of Institutional Research meet to review a number of program metrics including cost of the program for students. Cost to the student in regards to tuition, fees, books, and supplies was \$10,395 in FY2024. The cost of the Horticulture program is very similar to other Agriculture program at the college. The College pays for the program through tuition and fees as well as state reimbursements. The program does pursue grants that might support the needs of students and/or the program (e.g., equipment, new technology, etc.) when possible. Perkins funding is also solicited each year to supplement program needs for equipment and supplies.
2.4 What are the findings of the cost-effectiveness analysis?	Referring to scheduling efficiency the College works with students who need a class out of sequence to complete their degree. Since the program is relatively small enrollment the course schedule has been modified to work so both freshman and sophomores take the same course to help with college enrollment minimums, no prerequisite is applied to any horticulture course. The cost of the horticulture program is comparable to other agriculture programs at the College.

2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	NA
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 program for students including tuition and fees: \$ 10,394 for the 65.5 credit hours for 2024. The cost of the Horticulture program falls within \$500 of other AAS agriculture programs at Lake Land. For FY2025 the cost per credit hour of tuition and fees at Lake Land is \$147.17. Tuition and fees at bordering community colleges are \$178.50 Parkland, \$156 Lincoln Land, and \$154 Richland. The cost of tuition is within means compared to a regional median wage of \$35,500. In addition, students within the program have 20 weeks of paid internship to help offset the costs of education. Perkins, FASFA completion, scholarships as well as emergency funding.
2.5 How will the college increase the cost- effectiveness of this program?	An increase in enrollment will favorably impact cost recovery. All AG programs share equipment and resources to financially benefit Lake Land College.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Traditional face to face is the most common delivery method. Labs are hands on and focus on skills needed within the given areas. Most classes will utilize some type of online component for turning in assignments or taking exams. Course persistence report shows success rates for face-to-face courses. The course persistence is tied very closely to the program persistence, as students who do not complete courses usually have withdrawn from college as well. In this program students only take 1 or 2 online courses, showing success but a small sample.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	Assessment collected on various parts of each course can show responsive instruction. Using the Horticulture group to keep updated on latest horticulture trends and employee training needs as well as using the employer reviews of internships.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes Being a smaller industry, it is easier to keep in contact with graduates and employers, enabling the program to make changes as changes happen in the business world.
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 Horticulture and Landscape 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.
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?	Since the program is relatively small enrollment the course schedule has been modified to work so both freshman and sophomores take the same course to help with college enrollment minimums, no prerequisite is applied to any horticulture course. This allows student to start the program any semester without being behind as have limited students, many transferring from other majors and the addition of non-traditional adults taking the program part time.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit	The College provides dual credit opportunities to 32 in-district high schools. These courses include general education courses that apply to this program along with a limited number of agricultural courses at a few of the in-district high schools.

courses are seen as a priority?	
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 (internships) serves as one of the key educational elements of a student pursuing an Associates of Applied Science degree. All students in the Horticulture AAS degree will complete twenty weeks of on-the-job training through the Supervised Occupational Experience opportunities. These paid internship positions allow students to earn while they learn and build a resume. Potential internships are marketed to students in several ways. Annually, we have a career fair that has over 20 companies that attend and recruit the 300 ag students that makeup our division. Companies are invited in to speak to our classes. As well a communication board has been developed to alert students to internship opportunities. Our students are fortunate to network with Horticulture based companies. 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
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).	NA
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	NA
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	NA
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	NA
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Formal and informal articulation agreements are in place with Southern Illinois University Carbondale, Illinois State University, Western Illinois University and Murray State University

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	NA
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	NA
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Illinois Association of Community College Agriculture Instructors is utilized each year to enrich faculty members within the Agriculture division. Various professional conferences and trade shows in Horticulture areas of greenhouse, landscape design/maintenance and retail garden centers have been utilized to increase knowledge in specific areas for instructors. The program director has also participated in Master Gardener regional television broadcasts, providing expertise to area population. 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 training as well as various professional development opportunities on a variety of topics throughout the year.
3.17 What is the status of the current technology and equipment used for this program?	Most of the technology and equipment is up to date and following what businesses are using in industry.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.

3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Faculty across division and campus share results where needed to make improvements.
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?)	Employers mentioned the need for additional soft skills of students. Adding presentation projects to most courses to get students up and talking in front of others. Second area of note is in problem solving. Adding projects and final exam based on solving a real-world problem, coming up with solutions and giving these solutions in manner a typical customer could understand.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Each year graduating sophomores are given a satisfaction survey and results collected and analyzed. In 2024 the following results were attained: - I feel prepared to enter the workforce in a job related to my degree program: 63% strongly agree & 35% agree - How satisfied are you with the content and skills taught during your course lectures? 55% very satisfied & 38% satisfied
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	Every year the advisory committee is asked to review the quality of programs in agriculture division. Feedback and suggestions at annual meeting are collected and review by faculty to make any adjustments needed. In addition, a Horticulture group made up of former horticulture graduates working in the district as well as internship employers are interviewed four times a year for updates on program changes suggestions.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	The listed above Horticulture group has members that employ students. Employers are also questioned during the internship visits for additional advice.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Employers of internship students are asked to fill out an employee survey, part of the questions relate to program preparation readiness. This information is collected and becomes part of the assessment of the SOE internship courses. For the last several years, a majority of students have received ratings of either excellent or above average on skills and knowledge acquisition and application.
3.25 What are the program's strengths?	The strengths are the following: 1. A talented student base 2. New opportunities in the Horticulture Industry 3. Supportive industry partners that see and know the value of this program 4. Strong college support 5. A talented and dedicated group of faculty.

3.26 What are the identified or potential weaknesses of the program?	The industry does not have any large employers in the district. Most businesses are small and have a limited number of horticulture positions each. They are also spread out, limiting some internship possibilities because of distance.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	NA				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	AAS.HRT Horticulture Production & Landscape CTE.HRT				
CIP Code	1.0601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled AAS.HRT CRT.HRT	32 0	26 2	20 0	15 1	12 1
Number of Completers AAS.HRT CRT.HRT	3 0	7 3	8 0	5 0	2 0
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the	2024 results: Economically disadvantaged, PELL eligible -43% yes Academically disadvantaged remedial -100% no Single parent -87% no				

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.)	First generation -44% yes, 56% no Demographic characteristics have changed in the last five years. The average age of the student has become more traditional. Older adults, part-time and non-traditional students numbers have declined since the Covid outbreak.
How does the data support the program goals? Elaborate.	The program coordinator uses data to assess the effectiveness of the program's teaching and learning methodologies and student success. When the data indicate deficiencies, discrepancies, or other areas of concern, changes are initiated with the goal of improving student outcomes.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	No, if gaps are identified, faculty work collaboratively to identify a strategy to address them.
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.	If gaps are identified, the program coordinator works collaboratively with fellow agriculture faculty to identify strategies to address the gaps. In addition, available college support services (i.e., tutoring, LEAP, counseling, etc.) are offered to students who are struggling academically or with other issues.
Are the students served in this program representative of the total student population? Please explain.	Yes, The program has close to a 56%-44% female to male ratio compared to 58.6% female and 41.4% male college-wide. Horticulture students are 94% white and 6% minority compared to 90.0% white and 10.0% minority college-wide. This indicates that the Horticulture program is fairly representative of the college as a whole regarding gender and ethnicity/race. Horticulture students are 69% full-time students and 31% part-time compared to 46.1% full-time and 53.9% part-time college-wide. This indicates that the Horticulture students are more likely to be full time than the general population of students.
Are the students served in this program representative of the district population? Please explain.	Yes From an ethnicity perspective, the Lake Land College district is 96.0% white and 4.0% minority. The breakdown of students is representative of the general population of the district.

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 Horticulture Program is an important career path for students in our district, will continue to try to increase program growth.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Attention to cost recovery improvement and recruitment will be explored.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	While program objectives are being met, more attention needs to focus on recruitment with special emphasis on non-traditionally aged students. In general, more marketing of the potential careers and/or possibilities of training in Horticulture needs to be shared overall.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	As gaps in performance are identified, agriculture faculty will collaborate to identify strategies to address the specific gaps as they arise.
Resources Needed	Budget money to travel and effectively recruit prospective students into the Horticulture career.
Responsibility Who is responsible for completing or implementing the modifications?	Agriculture Division Chair and Horticulture Program Coordinator

Career & Technical Education				
College Name:		LAKE LAND COLLEGE		
Academic Years Reviewed:		2020-2024		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Building Construction Tech Building Construction	AAS CERT	60 24	15.1303 15.1303	Building Const. Tech, AAS Build Const. Cert., CERT
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)		The Building Construction Certificate is designed to equip students with hands-on skills and practical knowledge essential for launching a career in the construction industry. Graduates of this program will be prepared for employment in roles that require fundamental construction techniques and drafting expertise. The Building Construction Technology AAS Degree builds upon this foundation with an advanced second year of study, incorporating key industry competencies such as Construction Estimating, Project Management, and Architectural Design. Graduates of this program will be able to: -Apply industry-specific mathematical principles to perform essential construction tasks accurately. -Demonstrate a strong understanding of construction materials, their applications, and best practices in the field. -Develop a working knowledge of cost estimation techniques to support project budgeting and planning. -Produce comprehensive residential construction drawings, meeting industry standards and expectations. -Successfully secure employment in the construction sector or pursue career advancement opportunities. -Be prepared to transition into higher education in fields		

	such as Construction Management and Project Leadership.
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>	To ensure the effectiveness of the program and continuous improvement, several assessment strategies are employed: • Course-Based Assessments: Student performance is evaluated through coursework, practical hands- on exercises, and exams to verify mastery of key competencies. These results are documented through WEAVE, tracking progress for each program outcome. • Employment Tracking: A primary indicator of success is the employment rate of graduates. Currently, 100% of program graduates receive at least one job offer upon completion if they are looking to be employed in the industry. • Employer Feedback: Graduates participating in Supervised Occupational Experience (SOE) programs receive formal evaluations from employers, providing valuable insights into workforce readiness and industry satisfaction. By integrating real-world applications, industry feedback, and structured assessments, this program ensures that students are well-equipped for rewarding careers in the ever-evolving construction industry.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Currently as the Instructor, I participate in all of the 8th grade career fairs and visit days, hoping to put a name to the face, and I participate in the Teens with Tools and Flex Tech Fridays activities On and OFF campus. After discussions with the advisory board again, I have pushed the estimating software back, but am utilizing Microsoft Excel spreadsheets better into all of the courses and am working on moving the CIS 068 course to the first semester they are on campus. A broader understanding of spreadsheets is better than learning a specific program at this time. In the near future, we are hoping to remove the surveying course, adjust a few credits on the drafting and design courses and increase the amount of hands-on learning applications, by building courses on Interior finishing and trim in their sophomore year and including a course on basics of plumbing. Other things that we are attempting to do is to change the majority of the hands-on courses into MOD classes (i.e., shorter term classes: 8 weeks versus 16 weeks), so that students can get into classes at different times. If employers want to send an employee for some construction training on a certain topic, they will be better able to do this.
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.	Kurt Hoene, Building Construction Technology Instructor/Coordinator. Completed the bulk of the CTE package Lynn Breer, DIRECTOR OF INSTITUTIONAL RESEARCH Shannon McGregor, Coordinator of Curriculum Development Joy Kaurin, Perkins Specialist Advisory Board These individuals assisted as needed with information to complete the CTE package, as well as, organized the assessment process for courses and programs.
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Michael Beavers, Former Technology Division Chair Person. Brian Madlem, Current Technology Division Chair Person Advisory Board Members AKRA Builders, Employer of graduates. Provided feedback on graduates success. Employees participate on Advisory Board Grunloh Construction, Employer. Participates in Advisory Committee meetings. Grunloh Builders, Employer of graduates and Advisory Board Member Wholtman Construction, Employer of graduates and Advisory Board Member and some of there kids going through the program Frederkings, Employer of graduates, Former student of the Program and Advisory Board Member
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.	In the future the 2-year AAS will have 61 hours due to courses in the Gen Eds lining up better with the program
Indicator 1: Need	Response

1.1 What is the labor market demand for the program? Cite local and regional labor market information.	The labor market demand for building construction professionals within a 60-mile radius of Mattoon, Illinois, reflects a robust and growing industry. As of February 2025, there are numerous employment opportunities in the construction sector in and around Mattoon. A recent search on Indeed.com listed 52 construction-related job openings in the area, including positions such as Estimator's Assistant, Roofing Sales Representative, Electrical Project Manager, and Construction Laborer. indeed.com In the broader East Central Illinois nonmetropolitan area, the U.S. Bureau of Labor Statistics (BLS) provides detailed employment data for various construction occupations. For instance, there are approximately 520 carpenters employed in the region, earning an average annual wage of \$57,820. Construction laborers number around 990, with an average annual wage of \$58,750. Operating engineers and other construction equipment operators total about 410, with average earnings of \$78,080 per year. bls.gov
--	--

	While the construction industry has experienced fluctuations, recent reports indicate a national softening in labor demand compared to previous years. The National Association of Home Builders (NAHB) reported a decline in open construction sector jobs as of October 2024, suggesting a weaker demand than the previous year. But local demand is still strong in this area. I am typically receiving multiple phone calls from local area contractors and individual employers and if you expand this into the Champaign and Terre Haute area, then employment opportunities are never ending. eyeonhousing.org In summary, the building construction sector within a 60-mile radius of Mattoon, Illinois, presents a healthy demand for skilled professionals. The availability of diverse job opportunities, competitive wages, and comprehensive labor market data underscores the vitality of the industry in this region.
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, construction employment in Illinois has grown, with laborer positions expected to increase by 10% from 2020 to 2030. Labor shortages persist, with 650,000 unfilled positions nationwide, impacting project timelines. The next five years will see continued growth, making training programs essential for meeting industry needs and by maintaining area business connections, we should see a strong demand for our students graduating from this program.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	• U.S. Bureau of Labor Statistics (BLS) – Provides national, state, and regional employment trends, wage data, and job outlooks. • Illinois Department of Employment Security (IDES) – Offers statewide and regional labor market reports, job forecasts, and unemployment rates. • O*NET Online – Supplies occupational employment projections, skill requirements, and job demand data. • Employer and Advisory Board Feedback – Input from industry professionals ensures alignment with workforce demands. • Job Posting Analysis (Indeed, LinkedIn, etc.) – Tracks real-time hiring trends and in-demand construction skills. LMI data is reviewed annually as part of

	program evaluation and ICCB reporting. Additionally, industry trends and job postings are monitored semi-annually to adjust curriculum and ensure graduates meet current labor market needs.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	By high school shop and dual credit instructors, college visit days, word of mouth from graduates, and college recruiting efforts. Local employers also encourage potential employees to attend and complete the Building Construction Technology program. My former personal and business contacts from me owning a construction business before taking this position have really paid off, as well. I currently participate in: 8th grade career days, Boy Scout Training here on campus, Flex Tech Fridays on campus, Teens with Tools off campus and I am working with Kim Harden on doing some Community Outreach with her transition team, that she helps with We have also gone to the Tech 2 Day model and that has boosted enrollment, and I am working with Bonnie Moore from CBI to progress our Apprenticeship opportunities with local employers. One coming on board from JB ESKERS in Teutopolis and a company out of Olney as well.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The following steps detail how program changes are initiated: • 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.	Discussion with the local employers has led to more hands-on activities, and field trips to jobsites. Kids getting on to actual jobsites and getting their hands dirty with real world applications has been very beneficial. We have also still been working with local schools regarding providing workshops to students at the high school and elementary level to show them the opportunities in the construction industry. The student enrollment has been holding strong between 16 and 11 students per class and the interest from high school seniors has been high the past 2 years 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 • Student to faculty ratio • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	The Program Improvement and Enhancement (PIE) program performs a full evaluation of actual costs to offer the program. The program cost to the College is approximately \$113,000/ year, which is in-line with other programs. The institution evaluates cost-effectiveness for its Career and Technical Education (CTE) programming through the following measures: 1. Costs to the Student The estimated total cost for the Building Construction Technology (AAS.BCT) program is \$8,725.56, which includes tuition, activity fees, service fees, and course-specific fees. 2. Comparison to Similar Programs The cost structure is comparable to other technology-based CTE programs, as fees are aligned with industry-required materials and coursework. 3. Program Funding Sources • Tuition & Fees: Students pay tuition and associated course fees. • Financial Aid: 46.15% of students receive Pell Grants, while others secure institutional scholarships. • External Grants: Additional funding sources are explored periodically including the Perkins Program. 4. Revenue Analysis Revenue is generated primarily through tuition and fees, supplemented by financial aid support for eligible students. 5. Student-to-Faculty Ratio Typically, the ratio over the past 2 years has been around 14:1
--	---

	6. Course/Section Fill Rates Course persistence rates show that the majority of students successfully complete their coursework. Success rates for individual courses range from 70.23% to 95.65% across various terms. 7. Enrollment Trends • Enrollment in the AAS program declined by 12.5% from Fall 2023 to Fall 2024. • The certificate program (CRT.BCT) had a 200% increase, though from a low starting point. 8. Credit Hours Earned Year to Year The percentage of completed credit hours has improved, with credit hour completion rates reaching 94.02% in 2024, up from 87.83% in 2021. 9. Scheduling Efficiency The institution continuously monitors course scheduling to optimize seat utilization. Courses maintain high persistence rates, with many courses achieving over 90% success rates. Conclusion The program remains cost-effective by maintaining strong course completion rates, leveraging financial aid options, and aligning tuition and fees with industry requirements. Enrollment is trending upwards. Credit hours are 15/ semester typically
2.2 What are the findings of the cost-effectiveness analysis?	The program is doing on par with or doing better than most in the university as far as not much decline in student enrollment. Classes are typically 13 – 18 students in a section, which is full for a hands-on course.
2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.	N/A

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	For FY2025 the cost per credit hour of tuition and fees at Lake Land is \$147.17. Tuition and fee rates at bordering community colleges are \$178.50 at Parkland College, \$156 at Lincoln Land Community College, and \$154 Richland Community College. For this Degree, lab fees vary The school offers assistance through financial aid, FASFA, The Foundation Scholarship Program, and other scholarships. Perkins funds are also utilized for larger program purchases when applicable.
2.5 How will the college increase the cost- effectiveness of this program?	We reuse lab materials when appropriate. Such as in this past year we built our building with previously used studs, but we just cut the studs down by 3” on both ends so that we had fresh ends on them. I am looking into, and have already begun to establish relationships with local lumber yards to get us overstocked items at cost or free. We are also looking into building smaller portable buildings for area schools and public entities. This will help because these entities will purchase the materials, while we build them and we are doing a service for the area communities.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	Some bigger tools have been and are being purchased using the Perkins Program. This has been a big boost. We were able to purchase a new metal brake, multiple table saws, nail guns and other items. I was also able to purchase a lumber racking system through Perkins to better store our donated and reusable items.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)? How do the success rates of each delivery system compare?	Mostly traditional construction classes besides Const. Management being on-line and the majority of Gen Eds are offered on-line The students prefer the traditional format for hands-on activities. However, the success rates for both are similar. We are looking into the APT 041 math course and how to correct some of its on-line rates of success being low, but the construction students overall have had success with it when it is shown that the online version is needed.

3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	We utilize our Advisory Board feedback and suggestions. My relationships with area businesses has also been a big boost to the relevancy of the program. • Hands-On Learning and employment opportunities are found through the Supervised Occupational Experience (SOE) course and project-based coursework drive engagement, with course success rates of 70.23%–95.65%. • Culturally Responsive Support – 42.31% of students are employed while enrolled, and 46.15% receive Pell Grants, ensuring accessibility
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	No
3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the college will improve the program based on the career pathway elements.	Yes, the Building Construction Technology program is part of the Architectural and Construction area of study. The program teaches skills that can be utilized in the construction industry immediately upon graduation such as; framing, drywall and drafting skills. I am expanding this to finish carpentry work on the interior of the home as well as learning the basics of residential electrical work, basic plumbing and HVAC concepts. Dual Credit is also provided for both Computer Aided Drafting and Basic Carpentry I as well as the math courses that are required. We also performed a DACUM on a study for an electrical helper position, and are hoping to build some coursework and a program for high school students at our new Effingham Technology Center location. This will be a pilot program that we are hoping to extend out if it goes over well. Career Services helps provide funding for internships and apprenticeships and assists with job placement.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	We have added substantial hands-on activities by providing designated lab space and tools for the program. We also started the Tech 2 Day Program for all of our TEC courses. This allows the students to just attend classes 2 days a week and then seek employment in the industry the other 3. This

	helps open up students' capabilities to attend class and also helps us to build relationships with other businesses. Our sophomores come on Tuesdays and Thursdays, and freshmen attend on Mondays and Wednesdays.
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?	Currently, there is one high school offering dual credit for Basic Carpentry I and Basic Carpentry II. Discussion with other schools is taking place as the area is beginning to focus on the value of the program. Conversations have been had with Charleston and Effingham area schools as well with some application to come at the new Effingham Technology Center location. Dual Credit for Computer Aided Drafting and APT math is offered throughout the district.
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 Occupation Experience (SOE) is offered in the fall and spring. The students work for contractors or engineering/architectural firms to gain valuable practical experience and get credit for this work. The SOE provides real world learning and the students are often times offered a job after graduation by the same employer they interned with. We are always looking for more participants for this program. I am looking to improve this by offering an additional section of this geared towards General Contractors and transferring to another University to pursue a Project Management degree.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, Leadership in Energy and Environment (LEED), and OSHA 10 HOUR SAFETY I am looking into credentials that may be supported and approved by the Carpentry Union. This is an ongoing process.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	SOE, as described in section 3.7, and I have been working with Bonnie Moore from CBI to further these opportunities. We are currently exploring opportunities with a company out of Olney to set up a consistent apprenticeship outline.

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 We are looking into this more with our change in coursework
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Eastern Illinois University Construction Management and we are exploring a 2 + 2 opportunity with Southern Illinois University Edwardsville Construction Management
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	New advisory board members have been brought on board. Some of them have been past students from the program. We are still looking into other 2 + 2 opportunities and partnerships with the carpenters union over students getting some credit for coursework that they have already completed.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	Internally, I have been partnering with CBI on apprenticeship opportunities. The Tech 2 Day program is also opening up other opportunities for students who didn't originally have access to the class times now offered. External partnerships include the Advisory Committee for the Building Construction Technology program.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Staff Development is offered 3 days a year through the college. I am looking into attending a construction expo/conference to learn about the latest and greatest advancements in the industry. Training on the new HelioCampus package for assessment would be good especially if the College can streamline the process of assessment so that I can focus on presenting the best education. A training on creating online courses could be beneficial.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	Lake Land College provides several ongoing staff development sessions that reflect diversity, equity, and inclusion such as: Safe Zone, an ally training created to address concerns of the LGBTQIA+ community, sessions on Critical Race Theory, and Safe College Training for new employees. In addition, PowerPoints for each diversity month (i.e., black history, women's history, LGBTQIA history, Latina history, etc.) are run on the College's web site. Lastly, the new 2023-2027 strategic plan for the College has 2 of 4 focus areas on diversity, equity, and inclusion: 1. Student Equity & Success – Teaching & learning; and 2. Student Equity & Success – Processes & Student Support. Also training at EIU on diversity.
3.17 What is the status of the current technology and equipment used for this program?	Good and growing. With the help of Perkins funding, we are expanding our tool inventory for the shop. I am going to include on the syllabus some recommended items for the Carpentry Classes. This will help individuals with Perkins funding for the

	future. I have been granted a one-time budget request for new desks and updated computers for the Drafting and Design room 101 in the West Building. I have also been purchasing a few Architectural and engineering scales a year to create a supply so the students will no longer have to buy the drafting kits for these classes. With new hands on coursework, we will have to plan for more tools to use for these classes as well.....
3.18 What assessment methods are used to ensure student success?	Student surveys at the end of the semester, employer evaluations in the SOE class, and WEAVE/Helio assessments for courses and programs are just a few ways that we can ensure success. Open lines of communication with area businesses also helps in this regard. One thing that I try to do in my sophomore level classes are let the students take the wheels of the class in certain areas. I ask the question, “What are you still missing before you graduate?” and then try and adjust some curriculum to better suit their needs and wants. In the future, I am hoping to create a survey monkey for the students to take at the end of the year to create an alumni/past student database that we will use to stay in contact with alumni and the businesses that they now work for.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	I, as the program coordinator review the notes and try to make improvements where deemed necessary. I like to share my ideas and spitball new ones with my fellow faculty in the TEC department. I like to share ideas with fellow faculty and get feedback on what they think. I believe that collaboration and communication is key to a great work environment.
3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)	I am taking all of my hands on classes and turning them into MODS so that if students have an issue or “life happens” throughout a class, that the student doesn’t miss everything and can get started with the next coursework without having to retake a semester long course. I am also creating more hands-on classes that have to deal with interior finishing and other basic construction knowledge. This will allow the students to practice some of their other skills more and become proficient in the task of performing them. I also have helped to create a Money Management course that I added to the curriculum as an elective. This will give real life application and knowledge of everyday living and some self – employment applications.

3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	Very. I have received very good evaluations on the knowledge that kids have learned in the coursework. There are plenty of job opportunities, and based on both student feedback and employer feedback the students are well prepared for employment. The data is collected verbally after graduation, and will be enhanced by the survey monkey that we are creating that they will take at the end of their sophomore year.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The committee seems to constantly be changing, but is a good solid group of guys. They make a good sounding board for ideas that I want to change and have been great partners for employment and learning experiences throughout the semester. I believe that this could be improved by meeting near the end of March instead of the fall, to promote any new job openings.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	SOE classes are being put into production again and are now utilized during regular fall and spring semesters thanks to the Tech 2 Day scheduling. We use them to come in and talk to students and they help brainstorm for new course ideas. Problem solving has really been stressed by them this year as a skill that needs to be pushed.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	As a 2 nd year instructor, I am still making some connections with area businesses, but haven't been around long enough to get a ton of extended feedback. The students that I have placed are doing well, and I have heard that directly from the employer's mouth.
3.25 What are the program's strengths?	Hands-on learning in a high demand field. The course provides good skill-based knowledge for the everyday life as well. I'm trying to make drafting classes an extension the steps in building a home or building.
3.26 What are the identified or potential weaknesses of the program?	With the Tech 2 Day the students have to take at least one online class, and we have long class periods for our 3 credit hands- on courses. This is both a benefit and a hinderance.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The main things that I am doing is getting more hands-on courses down in the shop area, working with area businesses and building that network back up. Other things that have come to the forefront are that we will be offering stackable certificates in the near future, one for exterior framing work, an interior finish work, and a managerial certificate.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

I believe that the new certificates and the changing of course work to MODS will benefit the student enrollment. The goal for me is to keep the enrollment for each year around 14 – 16 students in each class with the hope to retain at least 10 for the 2nd year and possibly pick up a few who are just doing the certificates.

Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	Building Construction Tech, AAS Building Construction, CERT				
CIP Code	15.1303 15.1303				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
AAS	19	20	21	24	30
CRT	6	6	5	5	2
Number of Completers					
AAS.	4	1	7	6	11
CRT	4	0	3	1	1
Other (Please identify)					

What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Course and program assessments, enrollment numbers, the annual graduation report, retention, and the course persistence report. For 2024 year program enrollment Economically disadvantaged: 42% Single Parent: 0% 1st Generation College: 46% Non Traditional: 10% Gender Equity: 3% female, 97% male Ethnicity: 0% black, 92% white, 8% Hispanic
How does the data support the program goals? Elaborate.	The data shows that the enrollment and retention are above the college's standards, and the program is growing overall. Diversity is still somewhat limited, but is largely based upon the lack of diversity in the area. We have had a slight uptick in Diversity and have had female students in a male dominated field every year. The non-traditional students is what is surprising and growing, I believe with help from the 2 day strategy.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There are always going to be gaps. The retention rates are good though and we are expanding our diversity, if not by race and gender, by location and background. I believe the stackable certificates will also help pull in more nontraditional 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.	Perkins helps to provide materials for the under privileged and for females in a male dominated field, and we have the Foundation Scholarship Program that benefits students of disadvantaged backgrounds. I am adding more hand-on activities in courses, moving courses to MODs, and providing more opportunities for students to work while attending college.
Are the students served in this program representative of the total student population? Please explain.	The student body is representative in age and race of the district. Women are a minority in the program.
Are the students served in this program representative of the district population? Please explain.	Yes. The students in the Building Construction Technology programs are representative in age and race of the district. Women are a minority in the program.

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.	Enrollment, retention and student satisfaction have all increased in the past 4 years. The Tech 2 Day has proven to be a game changer when it comes to enrollment. The stackable certificates and course curriculum will only enhance the student's education in this program and develop good employees and business owners in the near future.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Continue to develop more hands-on life skills and principals in my course offerings. Develop and get the 3 certificates passed through the curriculum committee. Keep building business and high school pathways to get more exposure for the program.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Racial Equity gaps is an issue that is difficult to address in our school district. The local demographic and skillset taught is pretty representative of our students in the program.
Resources Needed	More tools and more space to better develop the new course work that we are hoping to implement. Really hoping to build some type of modular home type buildings that we would be able to sell or donate to Habitat for Humanity. Would need a one year start up fund to get this established, that would eventually be paid back to the College upon building completion.
Responsibility Who is responsible for completing or implementing the modifications?	Mainly the Building Construction Technology Coordinator, with help from the Technology Division Chair person, and Vice President of Academic Services.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
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
Associate Degree Nurse	AAS	67	51.3801	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 Associate Degree Nursing (ADN) program is an intensive, two-year academic program that includes classroom, skills laboratory, and clinical experience in various healthcare agencies. Program graduates are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Upon successful completion of the NCLEX-RN, the graduate may apply for RN licensure. The program is approved by the Illinois Department of Financial and Professional Regulation (IDFPR). The ADN program is accredited by the: Accreditation Commission for Education in Nursing (ACEN). The ADN Program graduate will: • Communicate effectively with the interprofessional healthcare team, patients, and family members of diverse populations. (Communication, Excellence, Teamship) • Practice as an ethical, professional Registered Nurse while integrating organizational, professional, and national protocols and standards. (Excellence, Communication, Teamship) • Integrate technology and informatics into safe patient-centered care. (Excellence, Communication, Caring) • Utilize cumulative nursing knowledge and clinical		

	judgment to develop a plan of care using the nursing process. (Excellence, Communication, Caring) • Prioritize skills consistent with evidence-based practice and an understanding of patient risks. (Excellence, Innovation)
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>	ADN nursing students are meeting program outcomes as evidenced by meeting Program Learning outcomes, program completion rates, board passage rates, and employment rates. This data is tracked in ACEN Standard 5 on the Nursing T drive yearly. All areas are above the ELA (Estimated Level of Achievement). Program completion rates are obtained from Performance Indicator Enhancement (PIE) reporting. Board passage rates are obtained from State of IL reporting.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Review action was not required for this program based on the last program review 5 years ago.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Erin Swingler, Nursing Instructor, Division Chair for Allied Health Programs Cassandra Porter, Nursing Instructor, Director of Nursing Programs Karla Hardiek, Nursing Instructor Tisha Goad, Nursing Instructor Jessica Byers, Nursing Instructor Tarah Haskenherm, Nursing Instructor Katelyn Bloemer, Nursing Instructor Lara Lash, Nursing Instructor Maria Nohren, Nursing Instructor Shannon Hood, Nursing Instructor Kim Smithenry, Nursing Instructor Constance Rickey, Nursing Instructor Hilary Donley, Allied Health Specialist Lynn Breer, Director of Institutional Research and Reporting Lisa Cole, Director of Data Analytics Nermine Tawdros, Data Analyst and Assessment Coordinator Shannon McGregor, Coordinator of Curriculum Development

Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Admissions and Records, student support Counseling Services, student support Financial Aid, student support Perkins Program, student support TRIO, student support Library Services, student support Tutoring and Testing Center, student support Student Accommodations, student support Sarah Bush Lincoln, clinical partner Hospital Sisters Health System, clinical partner Heartland Senior Living, clinical partner Odd Fellow Rebecca Home, clinical partner Heartland Senior Living, clinical partner Shelby Manor, clinical partner Lakeland Healthcare, clinical partner Effingham Rehab, clinical partner Advisory Council: The Associate Degree Nursing Advisory Council meets yearly. Members are provided information related to any course or program updates. Members are invited to provide feedback on any identified strengths or weaknesses of the program. Many program completers secure employment with Advisory Council organizations.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The ADN program reviewed pre-requisites courses in 2019 with the last review, and again in 2021 with pathways mapping. All general education classes follow ICCB and ACEN standards.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Lake Land College ADN Program is 67 credit hours. The College has a pre-req course, BIO-100, BIO Science 1, which is a 4 credit hour course. This course must be completed before students can take BIO-225, Human Anatomy and Physiology I and BIO-226, Human Anatomy and Physiology II, both 4 credit hour courses. In order for students to meet objectives of the program this number of hours is needed for classroom, lab, and clinical instruction. Our strong NCLEX pass rates support this.
Indicator 1: Need	Response

1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to Lightcast there is a 14% projected increased need for RN's in our district during years 2024 and 2034.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	ADN course section capacity have remained full for the last 5 years. These courses are projected to remain at maximum capacity for the next 5 years. The program is highly sought after by students due to high pass rates and employment opportunities within the community post-graduation.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. This data is reviewed every five years with ICCB report. The ADN Program Director and faculty track employment every year for ACEN accreditation purposes. Employment rates are consistently 98-100%.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Lake Land College offers multiple student recruitment initiatives. Laker Visit Days occur twice during the Fall and Spring semester and once during the summer semester. Career Day visits are scheduled annually and occur in the month of October. Students are additionally recruited through various Marketing initiatives which include updated program fliers, publications, U tube videos, Facebook posts, radio adds, Tik Tok, student testimonials, information posted on the Lake Land College website/webpage, and CI living TV segment. For the last 5 years there have been over 700 qualified applicants to the ADN program. While this is an impressive number the number has been decreasing. Therefore, great emphasis is being placed on student recruitment, persistence, and retention. Most recently faculty have been participating in evening, off campus recruitment events aimed at attracting high school students and their parents to the ADN Program. The PATH Grant Support Service Provider also makes contact with students enrolled in the Basic Nurse Assisting Training Program to encourage them on a pathway to pursue LPN or ADN nursing programs.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum change requests are made by ADN teaching faculty to the Director of Nursing Programs. After consulting with the Division Chair for Allied Health programs, suggested curriculum modifications are sent to an internal review board, ensuring that the request for change is appropriate and in alignment with Curriculum Committee guidelines. From there, the suggested curriculum change gets placed on the next monthly agenda. Prior to the meeting, the agenda and any supporting applicable data will be sent out to Committee members for preliminary review. During the meeting questions or clarifications may be asked by committee members. Request for curricular change will be addressed at 3 separating readings before final approval. Approved curriculum changes must then be approved through Illinois Community College Board, ICCB. ICCB will then communicate their recommendation on the proposed change via email to Rebecca Earp, Administrative Assistant to the Vice President of Academic and Student Services. The College Curriculum Committee is chaired by Dr. Ike Nwosu, Vice President for Academic Services.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Review of the program did not result in any modification.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.7 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology,	• Costs associated with the program include instructor management, support staff salaries and benefits, durable medical equipment, consumable supplies, classroom space, and computer equipment/technology and software. • Costs for the program are similar to that of the Dental Hygiene Program, Practical Nursing Program, and Medical Assistant Programs at the College. Students in these programs are also required to purchase uniforms, shoes, and specialized kits as well as participate in clinical experiences.

background checks, etc.). • Revenue Analysis • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	• The Perkins Grant has been instrumental in purchasing equipment to train students. Examples would be medication dispensing systems, mannequins, durable medical equipment, etc. • The PATH Grant has also been highly supportive in helping students pay for textbooks, kits, and reimbursing tuition. • The ADN Program admits approximately 72 students each year. The ADN Program utilizes 11 full time faculty and additional adjuncts to fill clinical instructor roles. • The majority of the program is covered by tuition, fees, state reimbursement, and property taxes. In the past several years the PATH Grant has provided funding to update equipment. The program also accepts donations from industry partners including local hospitals to help offset costs of equipment. Sarah Bush Lincoln donated the resources for an updated high fidelity simulation lab. The College has sent 2 nursing faculty for additional simulation training this past year.
2.5 What are the findings of the cost-effectiveness analysis?	The College has the student enrollment and retention needed to support the cost 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.	Currently there are no additional funding sources in place at this time. The College is continuously seeking opportunity for grant applications. The ADN program has a strong relationship with the Foundation for scholarships, and also the Sarah Bush Lincoln Emergency Fund if needed.
2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs) How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships,	Total cost of the program including tuition and fees, books, uniforms, etc. is approximately \$15,000. This is comparable to other community colleges in the area. (Lincoln Land Community College in Springfield, IL is approximately \$15,000 Richland Community College in Decatur, Illinois is approximately \$16,500) According to the Lightcast Labor Statistics, RNs in the area make an average annual salary of \$77,000. Perkins, FASFA completion, scholarships as well as emergency funding are available. The PATH Grant has provided assistance to multiple students. Several students

grant funding, referral to services, apprenticeship programming)	also apply for work- student programs.
2.5 How will the college increase the cost- effectiveness of this program?	When purchasing supplies, the program cost compares with several vendors to ensure we are getting a competitive price. The program ensures the classes are filled to max capacity whenever possible. Faculty are utilizing several ATI products to ensure students do not have added expenses to purchase outside products.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The review did not result in any actions or modifications of program costs. The Program Director and Division Chair reviews the cost to students and the program yearly during the budget review process.
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 only offered in a traditional classroom. During the second, third, and fourth semester there is a team-teaching approach used. Alternative delivery methods are not in place for comparison. The Colleges learning management system, Canvas, is utilized by students and faculty alongside of the classroom instruction.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The nursing curriculum committee meets at least once per semester. Staff Development activity includes reviewing lesson plans. ACEN Standard 4- curriculum. Faculty and clinical instructors provide contextualized and culturally responsive instruction as situations arise in clinical settings. Furthermore, the College has used PATH funding to purchase simulation appendages with various skin tones to promote diversity and increase student experiences with IVs, blood draws, and other clinical skills.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the ADN program is a Perkins Program of Study. The program utilizes classroom and lab activities for needed skills in the workforce along with clinical education. Nurses are needed throughout the college's district, and also at the state and national level. Students who complete the ADN program are able to test for their Registered Nursing license with the State of Illinois. The ADN program is recognized by the State of Illinois and is fully accredited by ACEN.
3.4 Does this program meet the definition of a career pathway	Yes, the ADN program meets 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 ADN program meets nursing needs within the college's district as outlined below. An advisory council meets annually to guide the program. WIOA (Workforce Innovation and Opportunity Act), a program for adults and dislocated workers, assists students in the ADN program. Academic advising is completed by nursing instructors. The program works closely with EIFFES and area high school health occupations programs for career exploration and transition into the nursing programs at the college. ADN classes are held at 2 locations: Main campus in Mattoon, IL and Kluthe Center in Effingham, IL. The curriculum is assessed yearly to ensure no duplication of content. Students are taught skills in the classroom and lab area and then apply those skills in the clinical settings. The ADN program partners with multiple long term care facilities and the two local hospitals for clinical training. Students are able to test for their RN license with the State of Illinois once they have successfully completed the ADN Program.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	• Specialized tutoring for HESI entrance exam. • Testing/tutoring center is offering specialized practice exams with rationales to support students. They are currently placing this information into a Canvas Course that any student can access. They also tutor for the HESI exam. The hope is that this will increase student HESI scores and increase the number of applicants to the nursing programs. • Remediation Specialists - use of PATH funds support instructors to remediate and tutor students who may be struggling with classroom or clinical content.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	No, there are no dual credit opportunities for specific ADN courses. There are opportunities for general education courses as identified for AAS degree are available through dual credit. AHE 040 Basic Nurse Assisting and AHE-051 Health Science Careers are offered at multiple high schools throughout the district. Approximately 200 high school

	students enroll in one or both courses every year. These courses help prepare students for careers in the healthcare industry.
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?	Each semester students attend clinicals in facilities outside of the College. Students are given the opportunity to observe and work in a variety of settings including long term care and hospitals. These experiences solidify what students are taught in the classroom and give them the opportunity to apply classroom knowledge to real life experience. The ADN program has an excellent relationship with clinical partners. Traditional students complete an estimated 500 clinical hours while in the program. LPN to ADN students complete 270 clinical hours while in the program.
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 ADN program is accredited with ACEN (Accreditation Commission for Education in Nursing).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	RN is an industry recognized credential associated with completion of this program and passage of NCLEX Registered Nurse exam.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No. ADN students complete weekly clinical assignments each semester 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.	Pass rates are calculated for year for ACEN- this includes any student that tested in that year. This data may include graduates from either the May or December cohort. 2020: 68/80 85% 2021: 78/92 85% 2022: 66/79 84% 2023: 81/89 91% 2024: 74/76 97%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The ADN program has several enrollment agreements in place with SIU-E, ISU for students to progress onto BSN quickly and seamlessly. The program also has a 2+2 agreement with EIU, McKendree, Chamberlain, etc.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The partnership with EIU has strengthened, as they are exploring the option of removing their pharmacology requirement for Lake Land ADN graduates due to the hours the graduates have previously completed in pharmacology. Other programs are consistently reaching out seeking agreements, most recently Grand Canyon University.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	WIOA - Workforce Innovation and Opportunity Act, a program aimed at supporting adult and dislocated workers. . Perkins Grant - Provides a wide range of assistance to qualifying students Path Grant- provides assistance through tuition waivers, free textbooks and kits, pays for specialized tutoring Sarah Bush Lincoln Emergency Fund- students can apply through Laker Hub for financial assistance for urgent, unforeseen events.
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?	Instructors are encouraged to apply for Perkins funding and Innovation funding for continued education opportunities related to their content areas. The program itself has a budget for continued education as well. The College itself has staff development days each fall and spring. There are assessment software and learning management system training sessions provided throughout the academic year. Faculty continue to learn how to utilize the vast amount of ATI products in the classroom. One Instructor attended a conference during the summer 2024 term. The focus of this meeting was Diversity, Equity, and Inclusion with the maternal-child, mental health, and community populations. The focus was on patients receiving equal treatment.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	All faculty completed Elite Learning: Recognizing and Mitigating Implicit Biases in Healthcare. This was to fulfill the required CEU requirement for the State of Illinois. See above conference attended by one faculty on DEI. The College also offers SafeZone training to faculty and staff on an annual basis.

3.17 What is the status of the current technology and equipment used for this program?	LPN and ADN programs share classroom space, lab space, and equipment. The classrooms are equipped with computers for testing in ATI. New simulation lab has high fidelity simulators.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. The College is moving to Helio Campus in 2025. Nursing faculty collaborate to examine the success of clinical skills and learning outcomes each semester. Faculty do this by completing course summaries at the conclusion of each course. 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?	PIE reports are discussed between the Director of Institutional Research, ADN Program Director, and Allied Health Division Chair. Highlights of PIE reports are shared with faculty in faculty meetings and are used to improve student experiences at the College.
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 ADN program has curriculum committees per level (first and second year) that meets at least once a semester. This is also monitored as a part of accreditation reports in ACEN Standard 4: Curriculum. The committees review ATI exams to ensure exam scores are meeting benchmarks for SLOs. If the program is not meeting benchmarks faculty revise activities to improve scores.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The ADN program has established the following end-of-program student learning outcomes (EPSLO)s: EPSLO #1: Communicate effectively with the interprofessional healthcare team, patients, and family members of diverse populations. (Communication, Excellence, Teamship)

	EPSLO #2: Practice as an ethical, professional Registered Nurse while integrating organizational, professional, and national protocols and standards. (Excellence, Communication, Teamship) EPSLO #3: Integrate technology and informatics into safe patient-centered care. (Excellence, Communication, Caring) EPSLO #4: Utilize cumulative nursing knowledge and clinical judgment to develop a plan of care using the nursing process. (Excellence, Communication, Caring) EPSLO #5: Prioritize skills consistent with evidence-based practice and an understanding of patient risks. (Excellence, Innovation) Students are asked at the completion of each course to give feedback regarding classroom, lab, and clinical instruction, as well as facilities and faculty. Students are asked upon completion of the program to rate their attainment of these outcomes on a scale of 0-5, 5 being positive. All of these surveys are done anonymously through survey monkey. The most recent 2024 cohort of students rated: EPSLO #1 4.6 EPSLO #2 4.7 EPSLO #3 4.6 EPSLO #4 4.7 EPSLO #5 4.6
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee is utilized to guide curriculum and changes in the program. Suggestions from the spring advisory committee meetings are discussed in faculty meetings and suggestions are brought forth to the classroom and clinical to improve the knowledge base of graduates. Engagement has been a challenge since COVID resulting in low turnout for our advisory committee meetings. Fall 2024 implementing new strategy. Clinical faculty are handing out surveys to floor nurses and managers about student performance (tied to EPSLO's). Clinical agencies are being polled via survey monkey on when/where/how they can best attend the advisory meeting in the spring. Possible options- has been offered in the morning, should we change time? Should we have zoom option? The last few years we have combined with BNA and MAP.

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committee meeting conducted once a year. As listed above new this year is handing out surveys to floor nurses and managers to increase feedback.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Per informal survey and discussion at advisory committee meetings, employers are very satisfied with graduates of ADN program. Our employment rate is almost 100% after graduation.
3.25 What are the program's strengths?	Dedicated faculty that work harmoniously, in a spirit of teamship, with the intent of promoting student, industry, and community well together. The program is known throughout the district for its rigor, high pass rate, and commitment to excellence. The new simulation lab nurse and simulation lab are a huge asset.
3.26 What are the identified or potential weaknesses of the program?	Dated classrooms and deficient lab space is noted at the Kluthe Center. The College is aiming to correct this with the acquisition of the Effingham Technology Center for Fall 2025. The ADN nursing program is also in persistent need for clinical instructors.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality did not result in any actions or modifications.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	
The College is noticing that students are scoring lower than historic scores on the HESI admissions test. This may be linked to higher program attrition rates. This is very concerning, since it suggests that students may be less prepared for their program course work. In fact, the Colleges most recent high school placement report shows that 2024 in district high school graduates enrolled at Lake Land in the fall of 2024 are not well prepared for college level math (88% assessed into remedial math courses), English (41% assessed into remedial English) and reading (34% assessed into remedial reading). This lack of preparation for college level coursework will likely have an impact on the success of students in the ADN program. Early identification of these students and implementation of a remediation plan have been added to the Master Academic Plan for the Allied Health Division.	

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	Associate Degree Nurse				
CIP Code	51.3801				
	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	Year 5 2024
Number of Students Enrolled	171	156	162	158	150
Number of Completers	78	93	83	88	77
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.)	Lake Land College uses Tableau software to provide student demographic information by course and program. Disaggregated Program enrollment includes: Economically disadvantaged PELL Eligible: 52% (78/150 students) Academically disadvantaged remedial: 12.67% (19/150 students) Single Parent: 16% (24/150 students) First generation college students: 62.67% (96/150 students) 63/150 students were non-traditional age (over 25 years of age)				
How does the data support the program goals? Elaborate.	To prepare nursing graduates with the knowledge, skills, and attitudes needed to pass the NCLEX exam and enter the workforce as a productive member of the multidisciplinary healthcare team. The ADN program has a five-year average of 88% for first time NCLEX test takers. This is well above the state and national average. To provide health care agencies with nurses who are caring				

	independent thinkers, and possess the clinical reasoning skills needed to practice with excellence in the communities in which they serve. Advisory council members are complimentary of the care, skill, and knowledge of the graduates from Lake Land College.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Most students enrolled in the program are female (87%), although the male population is rising. This matches nationwide trends as well. Only 8% of the ADN student population qualify for minority while 13.7% of the College population is a minority.
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 has generated a Diversity, Equity, and Inclusion report. Faculty will review it to identify if anything is mentioned related to identifying and closing gaps. At the College level, a gap has been identified in successful completion of courses for African American students compared to all other minority students and white students. The nursing program will monitor how the College will be addressing this issue and determine if the same approaches can be translated to the nursing program. If they cannot, the nursing program will identify ways to provide support needed for higher risk students.
Are the students served in this program representative of the total student population? Please explain.	41% of the college student population this fall is male. The ratio of females to males in the ADN program differs from the general college ratio. Most students enrolled in the program are female (87%), although the male population is rising. This matches what is being seen nationwide with RNs. Only 8% of the ADN student population qualify for minority while 13.7% of the College population is a minority.
Are the students served in this program representative of the district population? Please explain.	
Review Results	
Action	X Continued with Minor Improvements ☐ Significantly Modified ☐ Placed on Inactive Status ☐ Discontinued/Eliminated ☐ Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	The program continues to be successful. Will continue to monitor for issues and student success.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The Director of Nursing Programs and Division Chair of Allied Health continuously monitor for any student barriers and address these promptly.
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?	PATH funding is being used to provide wrap around services to ALL program students interested in accessing additional services and supports.
Resources Needed	Classroom and lab space upgrade at the Effingham Technology Center – currently scheduled for Fall 2025. Increased need for clinical instructors.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Nursing Programs and Division Chair of Allied Health, in close collaboration with the Vice President for Academic Services are responsible for any modifications.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Practical Nursing Program	Cert	41.00	51.390	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 Practical Nursing program is a three-semester certificate program which includes classroom, skills laboratory, and clinical experiences in various healthcare settings. Program graduates are eligible to apply to take the National Council Licensure Examination for Practical Nursing (NCLEX Practical Nursing). Upon successful completion of the NCLEX-Practical Nursing, the graduate may apply for Practical Nursing licensure. The program is approved by the Illinois Department of Financial and Professional Regulation (IDFPR). The Practical Nursing program is accredited by the: Accreditation Commission for Education in Nursing (ACEN). Graduates of the Practical Nursing Program will: • Demonstrate effective communication with patients, family members, and the interprofessional team. (Communication, Excellence, Teamship) • Apply the nursing process in the prioritization of problems and anticipation of risk for patients with a variety of health care situations. (Excellence, Communication) • Maintain ethical and professional comportment expected of a professional Licensed Practical Nurse. (Excellence, Communication, Teamship) • Utilize cumulative nursing knowledge in making clinical judgments to plan and deliver appropriate		

	evidence-based nursing interventions for diverse patient populations. (Excellence, Innovation, Caring) • Demonstrate accurate performance of nursing skills within the legal scope of practice for the Practical Nurse. (Excellence) • Integrate technology and informatics into nursing care delivery. (Excellence, Communication, Caring)
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>	Practical Nursing Students are achieving program outcomes as evidenced by meeting program learning outcomes, program completion rates, board passage rates, and employment rates. All of this data is documented in ACEN Standard 5 on the Nursing T drive yearly. All areas are above the ELA (Estimated Level of Achievement). Program completion rates are obtained from Performance Indicator Enhancement (PIE) reporting. Board passage rates are obtained from State of IL reporting.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	Review action was not required for this program based on the last program review.
Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Erin Swingler, Nursing Instructor, Division Chair for Allied Health Programs Cassandra Porter, Nursing Instructor, Director of Nursing Programs Nichole Jones, Nursing Instructor Bethany Workman, Nursing Instructor Hilary Donley, Allied Health Specialist Lynn Breer, Director of Institutional Research and Reporting Lisa Cole, Director of Data Analytics Nermine Tawdros, Data Analyst and Assessment Coordinator Shannon McGregor, Coordinator of Curriculum Development
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Admissions and Records, student support Counseling Services, student support Financial Aid, student support Perkins Program, student support TRIO, student support Library Services, student support Tutoring and Testing Center, student support Student Accommodations, student support Sarah Bush Lincoln, clinical partner Hospital Sisters Health System, clinical partner

	Heartland Senior Living, clinical partner Odd Fellow Rebecca Home, clinical partner Heartland Senior Living, clinical partner Shelby Manor, clinical partner Lakeland Healthcare, clinical partner Advisory Council: The Practical Nursing Advisory Council meets yearly. Members are provided information related to course or program updates. Members are invited to provide feedback on any identified strengths or weaknesses of the program. Many program completers secure employment with Advisory Council organizations.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	The Practical Nursing Program does not require any pre-requisites.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The Lake Land College Practical Nursing Program is 41 credit hours. This number of credit hour provides a strong foundation in nursing practice and ensures that program completers have the knowledge and skills needed to be successful members of the multidisciplinary healthcare team. Our strong NCLEX pass rates support this.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to Lightcast between 2024 and 2034, there is a projected increase in need of 3% for Practical Nursing in our district.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Practical Nursing course sections have remained full for the last 5 years and are projected to stay full for the next 5 years. The program is highly sought after by students due to high pass rates and employment post-graduation.

1.3 What labor market information sources are utilized and how often are LMI data reviewed?	Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. This data is reviewed every five years with ICCB report. The Practical Nursing Program director and faculty track employment every year for ACEN accreditation purposes. Employment rates are consistently 98-100%.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Lake Land College offers multiple student recruitment initiatives. Laker Visit Days occur twice during the Fall and Spring semester and once during the summer semester. Career Day visits are scheduled annually and occur in the month of October. Students are additionally recruited through various Marketing initiatives which include updated program fliers, publications, U tube videos, Facebook posts, radio adds, Tik Tok videos, student testimonials, information posted on the Lake Land College website/webpage, and CI living TV segment. Most recently faculty have been participating in evening, off campus recruitment events aimed at attracting high school students and their parents to the Practical Nursing Program. The PATH Grant Support Service Provider also makes contact with students enrolled in the Basic Nurse Assisting Training Program to encourage them on a pathway to pursue LPN or ADN nursing programs.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum change requests are made by Practical Nursing teaching faculty to the Director of Nursing Programs. After consulting with the Division Chair for Allied Health programs, suggested curriculum modifications are sent to an internal review board, ensuring that the request for change is appropriate and in alignment with Curriculum Committee guidelines. From there, the suggested curriculum change gets placed on the next monthly agenda. Prior to the meeting, the agenda and any supporting applicable data will be sent out to Committee members for preliminary review. During the meeting questions or clarifications may be asked by committee members. Request for curricular change will be addressed at 3 separating readings before final approval. Approved curriculum changes must then be approved through Illinois Community College Board, ICCB. ICCB will then communicate their recommendation on the proposed change via email to Rebecca Earp, Administrative Assistant to the Vice President of Academic and Student

	Services. The College Curriculum Committee is chaired by Dr. Ike Nwosu, Vice President for Academic Services and is composed of division chairs, members from Academic Operations, and College support staff.
1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.	Review of the program did not result in any modification.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.9 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 0 - Revenue Analysis  - Course/section fill rates  - Enrollment trends  - Credit hours earned year to year  - Scheduling efficiency 	- Costs associated with the program include instructor and support staff salaries and benefits, durable medical equipment, consumable supplies, classroom space, and computer equipment/technology. - Costs for the program are similar to that of the Dental Hygiene Program, Associate Degree in Nursing Program, and Medical Assistant Programs at the College. Students in these programs are also required to purchase uniforms, shoes, and specialized kits. - The Perkins grant has been financially supportive in purchasing equipment to train students. Examples would be medication dispensing systems, mannequins, durable medical equipment, and various instructional supplies. - The PATH grant has also been instrumental in helping students offset the cost of textbooks and instructional supply kits. - The Practical Nursing Program aims to admit 50 students per cohort. There are 2 full time faculty dedicated to classroom, lab, and clinical instruction. Additional adjuncts are utilized for clinical instruction as well.

	The majority of the program is covered by tuition, fees, state reimbursement, and property taxes. Over the past 2 years, the PATH Grant has provided funding to update equipment. The program also accepts donations from industry partners including local hospitals to help offset costs of equipment.
2.6 What are the findings of the cost-effectiveness analysis?	Yes, the College has the student enrollment and retention needed to support the cost 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.	Most of the costs are not offset by grant funding at this time, however, the Practical Nursing program has a strong relationship with the College Foundation for scholarships, and also the Sarah Bush Emergency Fund to assist students.
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)	Total cost of the program including tuition and fees, books, uniforms, etc. is approximately \$8,700. This is comparable to other community colleges in the area. (Lincoln Land Community College in Springfield, IL is approximately \$8,700, Richland Community College in Decatur, Illinois is approximately \$10,250) According to the U.S. Bureau of Labor Statistics, Practical Nurses in the community earn an average annual salary of \$42,400. Perkins, FASFA completion, scholarships as well as emergency funding are available. The Pipeline for the Advancement of the Healthcare Workforce (PATH Grant) assists students. Several students also apply for student work- programs.
2.5 How will the college increase the cost- effectiveness of this program?	When purchasing supplies, the program cost compares with several vendors to ensure we are getting a competitive price. The program ensures the classes are filled to max capacity whenever possible. Faculty are utilizing as many ATI products as possible so students do not have to purchase any outside products.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The review did not result in any actions or modifications of program costs. The program reviews the cost to students and the program yearly during the budget review process.
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 only offered in a traditional classroom format. During the Spring and Summer semester there is a team-teaching approach used. There is not another delivery method with which to compare. The Colleges learning management system, Canvas, is utilized by students and faculty alongside classroom instruction.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The Practical Nursing curriculum committee meets at least once a semester. Staff Development activity includes reviewing lesson plans. ACEN Standard 4- curriculum. Faculty and clinical instructors provide contextualized and culturally responsive instruction as situations arise in clinical settings. Furthermore, the College has used PATH Grant funding to purchase simulation appendages with various skin tones to increase student experiences with IVs, blood draws, and other clinical skills.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	Yes, the Practical Nursing program is a Perkins Program of Study. The program utilizes classroom and lab activities for needed skills in the workforce along with clinical education. Nurses are needed throughout the College's district, and also at the state and national level. Students who complete the Practical Nursing program are able to test for their Practical Nursing license with the State of Illinois. The Practical Nursing program is recognized by the State of Illinois and is fully accredited by ACEN.
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 Practical Nursing program meets the definition of a career pathway. The Practical Nursing program meets nursing needs within the College's district as outlined below. An advisory council meets annually to guide the program. WIOA (Workforce Innovation and Opportunity Act), a program for adults and dislocated workers, assists students in the Practical Nursing program. Academic advising is completed by nursing instructors. The program works closely with EIFFES and area high school health occupations programs for career exploration and transition into the nursing programs at the college.

	Practical Nursing classes are held at 2 locations. On the main campus in Mattoon and the Kluthe Center in Effingham. The curriculum is assessed yearly to ensure no duplication of content. Students are taught skills in the classroom and lab area and then apply those skills in the clinical settings. The Practical Nursing program partners with multiple long term care facilities and the two local hospitals for clinical training. Students are able to test for their Practical Nursing license with the State of Illinois once they have successfully completed the Practical Nursing program. Upon successful completion of the Practical Nursing program, students are able to join into the second year of the Associate Degree Nursing (ADN) program to obtain an RN license. Students can join at two alternative times - with traditional students in the fall or in a special Practical Nursing cohort.
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?	One Practical Nursing instructor is doing a summer per course titled “Introduction to Nursing at Lake Land College”. This course is aimed at in -district high school sophomores and juniors to learn more about nursing programs at Lake Land College. Students are taught about the rigors of the nursing program and how to prepare and be successful. Specialized tutoring for HESI entrance exam. Testing/tutoring center is offering specialized practice exams with rationales to support students. They are currently placing this information into a Canvas Course that any student can access. They also tutor for the HESI exam. The hope is that this will increase student HESI scores and increase the number of applicants to the nursing programs. Remediation Specialists are utilized to assist students who are struggling to meet course or program outcomes. This is funded through PATH.
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?	Effective Fall of 2024 AHE 060 is a dual credit course that was offered at Kluthe in Effingham that can be substituted for Practical Nursing 049. This was offered two days per week prior to the regular start of the school day. Fall 2024 there were 9 students, 8 from Dieterich and 1 from Teutopolis.

	AHE 040 Basic Nurse Assisting and AHE-051—health occupations. These programs are offered at multiple high school throughout the district. Approximately 200 high school students enroll in one or both courses every year. These courses help prepare students for careers in the healthcare industry.
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?	Each semester students attend clinicals in facilities outside of the college. Students are given the opportunity to observe and work in a variety of settings including long term care and hospitals. These experiences solidify what students are taught in the classroom and give them the opportunity to apply classroom knowledge to real life experience. The Practical Nursing program has an excellent relationship with clinical partners. Practical Nursing students complete over 320 clinical hours during their program.
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 Practical Nursing program is accredited with Accreditation Commission for Education in Nursing, (ACEN).
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	LPN is an industry recognized credential associated with completion of this program and passage of NCLEX Practical Nursing exam.
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No. Practical Nursing students complete weekly clinical assignments each semester 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.	Program is 12 months, runs from August to July. Pass rates for the NCLEX exam reflect students that graduated in July of that year and tested from that cohort. The following data is reflective of most recent pass rates. 2020: 47/51 92% 2021: 36/37 97% 2022: 37/37 100% 2023: 42/43 98% 2024: 43/43 100%
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	Upon successful completion of the Practical Nursing program, students are able to join into the second year of the ADN program to seek RN licensure. Students can join at two times- with traditional students in the fall or in a special Practical Nursing.

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 new partnerships have been formed since the last review. Mental health rotation we had for one semester, but no longer utilize. Starting Spring 2025 we are looking to partner with Family Care Associates for a new mental health rotation.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	WIOA- Workforce Innovation and Opportunity Act- a Program for Adults and Dislocated Workers. Perkins-Provides assistance to qualifying students PATH Grant- provides assistance through tuition waivers, free textbooks and kits, pays for specialized tutoring Tutoring center provides tutoring for the HESI entrance exam to all students. Sarah Bush Emergency Fund- students can apply through Laker Hub for financial assistance if needed.
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?	Instructors are encouraged to apply for Perkins funding and Innovation funding for continued education opportunities related to their content areas. The program itself has a budget for continued education as well. The College itself has staff development days each fall and spring. There are assessment software and learning management system training sessions provided throughout the academic year. Faculty continue to learn how to utilize the vast amount of ATI products in the classroom. One faculty has recently attended simulation trainings that will help the program to develop new and updated clinical simulations for students. The College hired a full time Simulation Nurse in Spring 2024. That nurse has attended simulation trainings that will help the program develop new and updated clinical simulations in a high fidelity lab setting.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	All faculty completed Elite Learning: Recognizing and Mitigating Implicit Biases in Healthcare. This was to fulfill the required CEU requirement for the State of Illinois. The College also offers SafeZone training to faculty and staff on an annual basis.
3.17 What is the status of the current technology and equipment used for this program?	Practical Nursing and ADN programs share classroom space, lab space, and equipment. The classrooms are equipped with computers for testing in ATI (second and third semesters of Practical Nursing program). New simulation lab has high fidelity simulators. The PATH grant has provided an opportunity to update equipment such as simulation mannequins, appendages for IV and blood drawing skill practice, etc.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. The College is moving to Helio Campus in 2025. Nursing faculty collaborate to examine the success of clinical skills and learning outcomes each semester. Faculty do this by completing course summaries at the conclusion of each course. 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?	PIE reports are discussed between the Director of Institutional Research, Practical Nursing Program Director, and Allied Health Division Chair. Highlights of PIE reports are shared with faculty in faculty meetings as well as the VP of Academic Services and the College President.
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 Practical Nursing program has a curriculum committee that meets at least once a semester. This is also monitored as a part of accreditation reports in ACEN Standard 4: Curriculum. The committee reviews ATI exams to ensure exam scores are meeting benchmarks for SLOs. If the program is not meeting benchmarks faculty revise activities to improve scores.
3.21 How satisfied are students with their preparation for employment?	The Practical Nursing Program has established the following end-of-program student learning outcomes (EPSLOs). EPSLO #1: Demonstrate effective communication with

How is this student satisfaction information collected?	patients, family members, and the interprofessional team. (Communication, Excellence, Teamship) EPSLO #2: Apply the nursing process in the prioritization of problems and anticipation of risk for patients with a variety of health care situations. (Excellence, Communication) EPSLO #3: Maintain ethical and professional comportment expected of a professional Licensed Practical Nurse. (Excellence, Communication, Teamship) EPSLO #4: Utilize cumulative nursing knowledge in making clinical judgments to plan and deliver appropriate evidence-based nursing interventions for diverse patient populations. (Excellence, Innovation, Caring) EPSLO #5: Demonstrate accurate performance of nursing skills within the legal scope of practice for the Licensed Practical Nurse. (Excellence) EPSLO #6: Integrate technology and informatics into nursing care delivery. (Excellence, Communication, Caring) Students are asked at the completion of each course to give feedback regarding classroom, lab, and clinical instruction, as well as evaluation on their clinical facilities and faculty member. Students are asked upon completion of the program to rate their attainment of these outcomes on a scale of 0-5, 5 being positive. All of these surveys are done anonymously through survey monkey. The most recent 2024 cohort of students rated: EPSLO #1 4.6 EPSLO #2 4.5 EPSLO #3 4.6 EPSLO #4 4.6 EPSLO #5 4.6 EPSLO #6 4.4
--	---

3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The advisory committee is utilized to guide curriculum and changes in the program. Suggestions from the spring advisory committee meetings are discussed in faculty meetings and suggestions are brought forth to the classroom and clinicals to improve the knowledge base of graduates. Engagement has been an concern since COVID. The Practical Nursing Program has experienced low turnout for our advisory committee meetings. In the fall 2024, we are implementing a new strategy. Clinical faculty are handing out surveys to floor nurses and managers about student performance (tied to EPSLO's). Clinical agencies are being polled via survey monkey on when/where/how they can best attend the advisory meeting in the spring. Possible options- has been offered in the morning, should we change time? Should we have zoom option? The last few years we have combined with BNA and MAP, should we separate? All of this is being considered for the future.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Advisory committee meeting conducted once a year. As listed above new this year is handing out surveys to floor nurses and managers to increase feedback. Local employers such as hospitals and long-term care providers serve as clinical sites for students and in some cases, current nursing employees serve as clinical instructors.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	Per informal survey and discussion at advisory committee meetings, employers are very satisfied with graduates of Practical Nursing program. Our employment rate is almost 100% after graduation.
3.25 What are the program's strengths?	Dedicated faculty that work well together. The program is known throughout the district for its rigor and high pass rate. The new simulation lab nurse and simulation lab are a huge asset.
3.26 What are the identified or potential weaknesses of the program?	Outdated classrooms and lack of lab space at Kluthe center. (will update to ETC fall of 2025). There is a persistent need for addition adjunct faculty to teach in the clinical setting.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	The review of program quality did not result in any actions or modifications.

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
The College is noticing that students are scoring lower on the HESI admissions test which may be linked to higher program attrition rates. This is very concerning, since it indicates that students may be less prepared for their program course work. In fact, the Colleges most recent high school placement report shows that 2024 in district high school graduates enrolled at Lake Land in the fall of 2024 are not well prepared for college level math (88% assessed into remedial math courses), English (41% assessed into remedial English) and reading (34% assessed into remedial reading). This lack of preparation for college level coursework will likely have an impact on the success of students in the Practical Nursing program. An improvement plan to address these deficiencies is being developed.					
Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.					
CTE Program	Practical Nurse Reporting Academic Year- Information from Attrition Trackers- tracked for ACEN Accreditation				
CIP Code	51.3901				
	Year 1 2020 grads	Year 2 2021 grads	Year 3 2022 grads	Year 4 2023 grads	Year 5 2024 grads
Number of Students Enrolled (July 1- June 30 includes multiple cohorts)	129	87	71	82	89
Number of Completers	52	36	37	43	43
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	Lake Land College uses Tableau software to provide student demographic information by course and program. Disaggregated Program enrollment includes: Economically disadvantaged PELL Eligible: 52.273% (23/ 44 students) Academically disadvantaged remedial: 18.18% (8/44 students) Single Parent: 20.45% (9/44 students) First generation college students: 79.55% (35/44 students) 20/ 44 students were non-traditional age (over 25 years of age)				

to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	
How does the data support the program goals? Elaborate.	The program's goal is to prepare nursing graduates with the knowledge, skills, and attitudes needed to pass the NCLEX exam and enter the workforce as a productive member of a multidisciplinary healthcare team. The Practical Nursing program has a five-year average of 97% for first time NCLEX test takers. This is well above the state and national average. To provide health care agencies with nurses who are caring independent thinkers, and possess the clinical reasoning skills needed to practice with excellence in the communities in which they serve. Advisory council members are complimentary of the care, skill, and knowledge of the graduates from Lake Land College.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Most students (all but one this year) enrolled in the program are female. 86% of current program enrollees are white, however, on average the minority population in the College's district is around 4%.
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 has generated a Diversity, Equity, and Inclusion report. Faculty will review it to identify if anything is mentioned related to identifying and closing gaps. At the College level, a gap has been identified in successful completion of courses for African American students compared to all other minority students and white students. The nursing program will monitor how the College will be addressing this issue and determine if the same approaches can be translated to the nursing program. If they cannot, the nursing program will identify ways to provide support needed for higher risk students.
Are the students served in this program representative of the total student population? Please explain.	Forty one percent of the College student population in Fall 2024 is male. The ratio of females to males in the Practical Nursing program differs from the general college ratio. While we are seeing an increase in the male population, nursing is still seen as predominately female career. Eleven percent of the student population in fall 2024 at the College are minority students, and minority students comprise 13.7% of the Practical Nursing students in fall 2024.

Are the students served in this program representative of the district population? Please explain.	On average, the College's district population is 96 % Caucasian, and 13.7% of this program's student population consists of minorities. is represented in the program population as well.
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 program continues to be successful. Will continue to monitor for issues and student success.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Will continue to monitor for issues and student success.
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?	PATH funding is being used to provide wrap around services to all program students interested in accessing additional services and supports.
Resources Needed	None, or increased/updated space at Kluthe/ETC
Responsibility Who is responsible for completing or implementing the modifications?	Director of Nursing Programs and Division Chair of Allied Health

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
Program Identification Information				
Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Basic Nurse Assistant Training Program	NDP.BNA	16	51.3902	
Basic Nurse Assistant Training Program	NDP.NA	8		
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 Basic Nurse Assistant Training Program (BNATP) course is approved by the Illinois Department of Public Health (IDPH) to provide instruction in basic nursing skills in the classroom, laboratory, and clinical settings. Students who successfully complete the course will be eligible to take the state of Illinois certified nursing assistant (CNA) examination. After successful completion of courses students will be able to: -Communicate effectively in the healthcare environment through the proper use of verbal and written techniques as a nursing assistant -Perform basic nursing skills competently -Perform personal care skills competently -Provide mental health and social skills -Provide resident rights		
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>		BNATP students are achieving course outcomes as evidenced by the following criteria: 1. Annual Cluster Sco 2. res compiled through SIU-C. Results are by each program, cluster scores average and first-time pass rate (FTPR) for each program. 3. Annual Exam Results by Program Type compiled by SIU-C (<i>i.e.</i>, vocational, secondary, community college, etc.)		

	Cluster scores and exam results can be obtained after each semester post- state exam for Program Coordinator reference; however Corrective Action Plans (CAP) is determined from the annual results (January-December). Cluster Scores stem from Duty Task Areas: Below shows required goal percentage. A. Communicating Information: 50 % B. Performing Basic Nursing Skills: 70 % C. Performing Personal Care Skills: 70 % D. Performing Basic Restorative Skills: 70 % E. Performing Mental Health & Social Skills: 50 % F. Providing Resident Rights: 50 % Total mean score: 70% When a Corrective Action Plan is needed: (Each Program Number is evaluated separately). • Two or more Cluster Scores (including total score) is below goals. • All cluster scores meet the goals, but the mean score is below 70 %, and the FTPR is below 90 %. No Corrective Action Plan if: • FTPR of 90 % or greater; regardless of other scores. Lake Land College FTPR, mean for ALL programs each year compared to other Illinois Community Colleges are as follows: (NO Corrective Action Plan Required 2020-2024. IDPH excused CAP in 2020) • 2020 LLC FTPR: 85.1%, Mean: 79.8% OTHER: Overall Pass Rate: 86.7% Mean: 79.2%. • 2021 LLC FTPR: 97 %, Mean: 83.3 % OTHER: Overall Pass Rate: 86.4%, Mean: 79.3% • 2022 LLC FTPR: 99.3%, Mean: 83% OTHER: Overall Pass Rate: 84.5%, Mean: 78.8% • 2023 LLC FTPR: 97.4%, Mean: 83.4% OTHER: Overall Pass rate: 86.8%, Mean: 79.3% • 2024 LLC FTPR: 100%, Mean: 86% OTHER: Statistics for other programs will be released in March/April 2025.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	This is the first program review for BNATP. Previous reviews were not completed.

Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.	Erin Swingler, Nursing Instructor, Division Chair for Allied Health Programs Beulah Uphoff, Director of BNATP Program Hilary Donley, Allied Health Specialist Lynn Breer, Director of Institutional Research and Reporting Lisa Cole, Director of Data Analytics Nermine Tawdros, Data Analyst and Assessment Coordinator Shannon McGregor, Coordinator of Curriculum Development Stacey Hakman, Academic Scheduling Coordinator
Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.) Also describe their role or engagement in this process.	Admissions and Records, student support Counseling Services, student support Financial Aid, student support Perkins Program, student support TRIO, student support Library Services, student support Tutoring and Testing Center, student support Student Accommodations, student support Odd Fellow Rebecca Home, clinical partner Lutheran Care Center, clinical partner Advisory Council: BNATP participates in a yearly advisory council meeting in conjunction with the Medical Assisting and Nursing Programs. Members are provided information related to course updates. Members are invited to provide feedback on any identified strengths or weaknesses of the BNATP. Many program completers secure employment with Advisory Council organizations.
CTE Program Review Analysis Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.	There are no prerequisites for this program.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	IDPH mandates a minimum of 80 hours class (theory/lab) and 40 hours clinical. The College BNATP includes 90 hours of theory/lab instruction and 40 hours of clinical practice. The additional 10 hours provides students with much needed additional support.

Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	According to onetonline, nursing assistant positions have a bright outlook. In the state of Illinois, there is 2% projected job growth between years 2020 and 2030 and approximately 7,040 projected annual job openings. Across the United States there is 4% projected job growth between years 2023 and 2033. Nationally, there are approximately 208,600 projected annual openings. As suggested by the Illinois Department of Employment Security (IDES) annual compound growth for nursing assistants is 1.5%. Projected employment by 2025 is 62,469, a slight increase from the base year employment projections: 60,635.
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Employment as a nursing assistant is projected to increase as evidence by information collected from Onetonline and IDES, over the next several years. There is also data to suggest continued future needs as evidence by the projected job openings throughout the state of Illinois and nationally, increases in the aging population and chronic illness.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	According to information retrieved from onetonline, there is a 2% projected growth need for nursing assistants in the state of IL. According to data collected from Lightcast Occupation Overview, there are 15 current <i>job postings</i> for nursing assistants throughout the 14 reporting counties. The national average is suggested to be 18, therefore <i>job postings</i> in our area are low. Skilled nursing facilities represent the greatest employer for nursing assistants at 63.99%. This is followed by general medical and surgical hospitals at 18.39%. Also, according to Lightcast Occupation Overview there is very high demand for nursing assistants. The national average for this area of our district size is 1,064 employees and our area has need of 1,770. This data will be reviewed every five years with ICCB reporting.
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	Lake Land College offers multiple student recruitment initiatives. Laker Visit Days occur twice during the Fall and Spring semester and once during the summer semester. Career Day visits are scheduled annually and occur in the month of October. Students are additionally recruited through various Marketing initiatives which include updated program fliers, publications, U tube videos, Facebook posts, radio adds, Tik Tok videos, student testimonials, information posted on the Lake Land College

	website/webpage, and CI living TV segment.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	BNATP curriculum is guided by Southern Illinois University, Carbondale (SIU-C) Illinois Nurse Aide Testing site. SIU-C follows mandates/guidelines from IDPH. BNATP is regulated at the federal and state level. Curricular changes would be communicated from this agency to Program Directors. After consulting with the Division Chair for Allied Health programs, suggested curriculum modifications are sent to an internal review board, ensuring that the request for change is appropriate and in alignment with Curriculum Committee guidelines. From there, the suggested curriculum change gets placed on the next monthly agenda. Prior to the meeting, the agenda and any supporting applicable data will be sent out to Committee members for preliminary review. During the meeting questions or clarifications may be asked by committee members. Request for curricular change will be addressed at 3 separating readings before final approval. Approved curriculum changes must then be approved through Illinois Community College Board, ICCB. ICCB will then communicate their recommendation on the proposed change via email to Rebecca Earp, Administrative Assistant to the Vice President of Academic and Student Services. The College Curriculum Committee is chaired by Dr. Ike Nwosu, Vice President for Academic Services and is composed of division chairs, members from Academic Operations, and College support staff.
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.	This is the first program review for BNATP. Previous reviews were not completed.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response

2.11 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 2 • Revenue Analysis • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	Program Improvement Enhancement (PIE) reports provide evidence to this criterion: The NDP.BNA annual enrollment trends are as follows: Fall 2024: 29 students Fall 2023: 40 Fall 2022: 19 students Fall 2021: 30 students Fall 2020: 33 students The NDP.NA annual enrollment trends are as follows: Fall 2024: 52 students Fall 2023: 14 students Fall 2022: 65 students Fall 2021: 64 students Fall 2020: 59 students Average credit hour accumulation is 79.99%. For full time students, completing 24 hours or more, the academic average is 34.44% and for part time students completing 12 or more credit hours is 79.47%. As a division, Allied Health retention is 81.21%. Total Degree/Certificates earned during the reporting period is as follows: 2020: 52 2021: 92 2022: 64 2023: 70 2024: 56 The BNATP works closely with members of Academic Services to promote efficiency in course offerings. The day and evening Mattoon course sections are traditionally full to capacity, as permitted by Illinois Department of Public Health (IDPH). Course offerings at Kluthe in Effingham are unpredictable and are occasionally cancelled due to low enrollment. The BNATP is led by one full time faculty member, with an additional appointment as BNA Program Director. Multiple nursing faculty and adjuncts are also approved to teach by IDPH and have assigned instructor codes. Students enrolled in the BNATP receive support through
---	---

	personal employment, financial aid, employer sponsorship, any applicable grant funding, military, local CEFs, and job centers.
2.7 What are the findings of the cost-effectiveness analysis?	Yes, the College has the student enrollment and retention needed to support the cost 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.	Most of the costs associated with BNATP are not offset by grant funding at this time, however, the BNATP has a strong relationship with the College Foundation for scholarships, and also the Sarah Bush Emergency Fund to assist students in time of crisis.
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)	Cost of tuition and fees for the BNATP is approximately \$1,252.36 per student. This amount is based on a total of 8 semester credit hours at the board approved tuition rate of \$147.17 per credit hour. This amount is highly competitive with neighboring community colleges. According to information obtained from Onetonline, and in conjunction with the Bureau of Labor Statistics, the average yearly salary for a nursing assistant in the state of IL is \$39,510. From a national perspective, workers earn approximately \$38,200. Perkins, FASFA completion, scholarships as well as emergency funding are available. The Pipeline for the Advancement of the Healthcare Workforce (PATH Grant) assists students. Several students also work in a part time capacity while participating in the BNATP. The College has multiple student support services to assist students in overcoming barriers.
2.5 How will the college increase the cost- effectiveness of this program?	When purchasing supplies for the BNATP, multiple vendor pricing is compared to ensure a competitive price.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	The review did not result in any actions or modifications of program costs. The program reviews the cost to students and the program yearly during the budget review process.
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?	BNATP courses are offered in one delivery system, face-to-face settings. Courses are offered at the Mattoon and Kluthe campuses.
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	IDPH mandates course material for BNAT. Course modules and hours of instruction per module must be met. BNATP is subject to unannounced monitoring site visits from SIU-C, which occurs every 2 years and as needed. The Education Coordinator (EC) evaluates course content, outlines, syllabus, policies, pass rates, cluster scores, Master Schedule, final exam, current affiliation agreements with clinical sites, and observes classroom instructions/activity. Furthermore, the EC speaks to students privately to ensure satisfaction among students. They validate that classroom and labs are conducive to a positive, clean, and comfortable learning environment. The EC also inspects equipment (beds, projectors, etc..) to ensure functionality. The EC meets with the BNATP Program Coordinator privately to review findings. While the EC is present or possibly before the site visit, the College is checked to ensure compliance with IDPH background checks, fingerprints and entering of training in the Healthcare Worker Registry. The College has been deficiency-free during 2020-2024 and has demonstrated compliance with IDPH Administrative Codes. When a monitoring site visit is successful, it is deemed that the program “ACED” the visit. Lake Land College has “ACED” visits for the past 2 years and has been recognized for this achievement during the annual state-wide conference. During the first recognition (2022), the College was one of two sites acknowledged. Lake Land College BNATP experienced a site visit in October, 2024 and once again “ACED” the visit, and the assumption is that the College will be recognized again in April, 2025.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the	BNATP is defined by Perkins V and approved by ICCB.

ICCB? If yes, describe any strengths or challenge to program of study implementation.	One specific challenge recently identified through Advisory Council is transportation barriers. The local dial a ride zipline arrives around 8 am. If students arrive late to class, it is difficult for them to meet required seat time.
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.	In an effort to capture every student who wishes to complete BNATP, adult education-based students will join a traditional based cohort. This historically occurs 1-2 per academic year. Those enrolled through adult education have mandatory tutoring sessions. During years 2020-2022, the College had approval from IDPH to teach BNATP courses in Pana, IL. This section was a mixture of high school, dual credit students as well as tuition based. However, this site has been deactivated due to lack of instructor availability and low enrollment.
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?	What's wrong lab set up--- student to identify "things" that are wrong with a mannikin in bed (i.e., catheter on the floor, pulse oximetry and blood pressure being taken on same arm). Sensitivity Training—students wear glasses that mimic cataract, ear plugs to mimic hearing deficit, gloves and rubber bands around fingers to mimic arthritis/decreased sensation. Students are asked to perform certain skills (i.e., write, place/remove medications in a medication organizer, communicate while there is background noise, tie a shoe string and ambulate) Most skills are performed on each other (i.e., being fed, tasting thickened liquids, transfer, dress/undress over other clothes, having teeth brushed, nail care, etc.) Beachball learning—throw the ball around and where the right thumb is located, is the subject the student(s) elaborate on. At the beginning of each classroom day--- have a "Positive Thought Box" Students to place only positive thoughts or something thankful for in the box. These are kept private. At the end of each classroom day--- "Teach it back" One a larger size piece of paper students are to mention on thing learned, not topic, it has to be specific to that topic. Student cannot repeat another student. If multiple sheets of paper, student cannot repeat

	their response. 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?	Thirty-two high schools are embedded within the Lake Land College district. Health Occupations is a dual credit course offered at 24 of these schools. Students who successfully complete Health Occupations earn 7 credits through the College and have the opportunity to take the state of Illinois certified nursing assistant (CNA) examination. Additionally, Medical Terminology is offered through a vocational partnership. Health Occupations is historically noted to be a strong pipeline for future students to enroll in any Allied Health Program. Many students within the College district will also complete dual credit Bio-Science (BIO 100). BIO 100 is a gateway course to higher level courses such as Anatomy and Physiology I (BIO 225), Anatomy and Physiology II (BIO 226), and Microbiology (BIO 235). Opportunity to complete BIO 100 dual credit allows for a timelier completion of additional pre or co requisites. During the Fall 2024 semester multiple students from one area high school also completed Health Science Careers (AHE 051) which is a 3-hour, dual credit course aimed at career exploration. On alternating days this same group of students completed Anatomy and Physiology for Allied Health (AHE 060), a 6-hour dual credit course aimed at laying a strong foundation in anatomy and physiology concepts.
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?	Lake Land College BNATP does not have work-based learning opportunities.
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).	BNATP is not an accredited program. It is governed by IDPH.
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	Yes, students who complete BNATP may take a certification exam and if they successfully pass it, they may use the credentials CNA. This credential comes from IDPH, not the College.

3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	BNATP does not utilize apprenticeship 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.	This is a certification program. The name of the state exam is, Illinois Nurse Assistant/Aide Competency Examination.
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The College does have active Affiliation Agreements with past and current clinical sites. These are renewed every 2 years. (Due Spring, 2025). The programs for the College are renewed every 2 years through IDPH (Due Summer, 2025)
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 the first program review for BNATP. Previous reviews were not completed.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	BNATP has strong internal and external support from the above listed student support services, stakeholders, and advisory council members. The primary focus of these partnerships is to promote and identify ways for students to successfully complete program outcomes.
3.15 What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program? What additional professional development is needed?	Full time faculty are required to participate in 3 hours of staff development during each Fall semester and 6 hours during each Spring semester. Adjuncts are invited to and encouraged to attend College or outside professional development. Participation is voluntary and highly encouraged. There are assessment software and learning management system training sessions provided throughout the academic year. There is an annual state conference in Springfield for those who teach/ Program Coordinators in BNATPs.
3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	The College provides a wide variety of professional development on topics related to Diversity, Equity, and Inclusion. These learning opportunities are available to anyone employed by the College through NEOED, the human resource platform utilized by the College. Topics in this platform include information such as like mindfulness, interview coaching, confidence building or many other options. NEOED currently has 12 courses in the category of DEIB and all new full time and part time employees

	are required to take a course “Understanding Diversity, Equity, and Inclusion” within their first 90 days of employment. Additionally, there are various trainings available to Lake Land College employees via the Inclusion, Diversity & Equity Committee and Safe Zone Committee. Topics through this option include information for LGBTQIA+ students and colleagues and using inclusive language to nurture healthy relationships and learning environments. College sponsored Staff Development events, held bi-annually, typically have at least one session which focuses on DEIB topics.
3.17 What is the status of the current technology and equipment used for this program?	Current technology and equipment are in good condition. Beds are electric and modern. Approximately 2 years ago the program obtained two new mechanical lifts. This equipment is checked as part of monitoring site visits. During the month of January 2025, ISS exchanged/updated the classroom computer monitor and modem.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports. Statistics are provided per cohort and annually by SIU-C after students complete the state exam. Cluster scores and exam pass rates can be reviewed.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Cluster Scores are used as goals for WEAVE assessment. The Program Coordinator has access, through SIU-C, to each individual instructors Cluster Score results. Cluster Scores are reviewed. If trends are noticed, the BNATP team collaborates to determine goals to help increase the Cluster Score results.
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?)	Program Coordinator and lead Adjunct Instructor discussed ways to improve the Cluster Score Providing Mental Health and Social. This particular Cluster Score tends to be the lowest scoring, not only for the College, but statewide. It was common to see the goal in the high 70s or 80s. Now we are seeing more in the 90s.
3.21 How satisfied are students with their preparation for employment?	BNATP students do not receive satisfaction surveys as they apply to preparation for employment. Informal communication often times occurs with completers of the program.

How is this student satisfaction information collected?	
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	BNATP seeks strengths, weakness, suggestions and concerns from the Advisory Committee Meetings. Engagement could improve through semi-annual meetings. Occasionally during actual clinical time, a site representative will have a suggestion for improvement.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Many local employers are members of the Advisory Council and hire our graduates.
3.24 How satisfied are employers in the preparation of the program's graduates?	Employers voice high levels of satisfaction among students who complete BNATP. This feedback is often received during Advisory Council meetings or through information discussions.
How is employer satisfaction information collected?	
3.25 What are the program's strengths?	BNATP Strengths Include: - High pass rates on state exam. - When I have seen former students (often times taking classes in an Allied Health Program or at clinical) I always ask if they felt well prepared for the state exam or if we need to spend more time on certain subjects/skills. So far, students report feeling as though well prepared for state exam. - Modern technology in skills lab settings - Highly skilled and knowledgeable faculty - Many students use the BNATP as an opportunity for career laddering. - Strong support through Student Services
3.26 What are the identified or potential weaknesses of the program?	BNATP Weaknesses Include: - Concern with attrition rates due to personal issues or difficulty with reading, comprehending, and understanding the English language.
3.27 Did the review of program quality result in any actions or modifications? Please explain.	This is the first program review for BNATP. Previous reviews were not completed.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

The BNATP is designed to allow student to take the course more than once, if needed to meet their goals. One current barrier is that students who enroll in the BNATP are not required to complete pretesting for reading or comprehension. Therefore, some students are enrolling in the course that have language and communication barriers that inhibit their success. The College is currently exploring options for these students with the intent of removing this barrier and subsequently, meeting the training program outcomes.

Additional barriers include personal commitments outside of the classroom setting, program cost, transportation, and child care services.

Performance and Equity

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

CTE Program					
CIP Code					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled NDP.BNA	33	30	19	40	29
NDP.NA	59	64	65	17 with NDP.NA as major. Quite a few more enrolled in the course for NA	52
Number of Completers NDP.BNA	1	2	2	4	3
NDP.NA	51	90	62	74	53
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.	The following disaggregated data from Program Improvement Enhancement (PIE) reports was reviewed in completion of this report: - Full time/part time status - Continuing student, new enrollee, new transfer, readmit - Gender breakdowns - Ethnicity - Employment status - Economically disadvantaged - Academically disadvantaged - Single Parent - First Generation				

It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	- Age comparison
How does the data support the program goals? Elaborate.	Clear understanding of who our students are, and addressing anticipated needs based off this data will allow the College to best support these students. Furthermore, this data may provide insight into best practice teaching methods for these individuals which ultimately promotes their success in goal attainment.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	Uncontrollable gaps identified include differences in gender, full time and part time status, single parents, first generation students, as well as age comparison among traditional and non-traditional 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 continuously seeking ways to support students who may be impacted by a performance and equity gap. These resources are frequently communicated with students and members of the community.
Are the students served in this program representative of the total student population? Please explain.	Students served in this program are representative of the total student population. Approximately 72.14% of students identify as White ethnicity, 24.14% as Black ethnicity, and 3.45% as Hispanic ethnicity. These findings differ slightly from the current college population, which consists of 88% white, 5% Hispanic, and 4.8% Black.
Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district. Approximately 72.14% of students identify as White ethnicity, 24.14% as Black ethnicity, and 3.45% as Hispanic ethnicity. On average, the population of counties in the College's district consists of around 95% white, 2% Black, and 2.5% Hispanic.
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 BNATP is approved by the Illinois Department of Public Health (IDPH) to provide instruction in basic nursing skills in the classroom, laboratory, and clinical settings. The BNATP is essential to meet the health care needs of the community including industry partners and area residents.

Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Based on this internal review, it is the recommendation of the College to grant continued ICCB approval with follow up at the next applicable interval.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	BNATP 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 addresses performance and equity gaps by demonstrating early intervention initiatives. The Lake Land College Early Advantage Program (LEAP) is designed to initiate collaboration between student services departments and faculty in a timely manner. This ensures that students are aware of services available to them on the College campus. Through this initiative students are provided with immediate contact information via their Laker email and services are identified that may prove beneficial to achieving success in their respective program.
Resources Needed	Resources needed include qualified faculty to help offset lab and clinical ratios.
Responsibility Who is responsible for completing or implementing the modifications?	Dr Ike Nwosu, Vice President for Academic Services Dr Erin Swingler, Division Chair for Allied Health Program Beulah Uphoff, Director of BNATP at Lake Land College

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
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
Management (AAS.MGT), Management (NDP.MGT), and Entrepreneurship (NDP.ENTRE)	AAS.MGT = Degree NDP.MGT = Certificate NDP.ENTRE = Certificate	AAS.MGT = 60 credit hours, NDP.MGT = 18 credit hours, NDP.ENTRE = 18 credit hours	AAS.MGT = 52.1803 NDP.MGT = 52.0201 NDP.ENTRE = 52.0701	Management certificate (NDP.MGT), Entrepreneurship (NDP.ENTRE), Retail Management (NDP.RTMGT), and Business Development (CRT.BUSDEV)
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 Management degree (AAS.MGT) is designed to develop the skills for (1) those who plan to own and operate their own business and (2) those who plan to work as technicians, supervisors, or managers in for-profit or not-for-profit organizations. The program will highlight all of the major fields of management including organizational planning, organizing, leadership, control, human resource management, production management, labor relations, environmental analysis, and communication. After completing the program, Management degree graduates will demonstrate competence in the afore listed areas and will be prepared for future career advancement. The Management certificate (NDP.MGT) is designed to help enhance the managerial skills of (1) those who plan to own and operate their own business and (2) those who plan to work as technicians, supervisors, or managers in for-profit or not-for-profit organizations. The program will highlight organizational planning, organizing, leadership, control, and human resource management. After completing the program, Management certificate graduates will demonstrate competence in the afore listed areas and will be prepared for future career advancement. The Entrepreneurship certificate (NDP.ENTRE) is designed to develop the needed skills to initiate and operate a new business		

	concept. The program will highlight business plan development, entrepreneurship, franchising, and operational management options. After completing the program, students will demonstrate competence in the afore listed areas and will be prepared to launch a new business concept.
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 Management degree (AAS.MGT) program has been assessed each year as part of the Program Assessment process. As part of this effort, the program coordinator has measured the following areas over the past 5 years (Principles of Management BUS-251): Communication Skills – 88 percent of the students either met or exceeded this program assessment goal. Management Functions – 86 percent of the students either met or exceeded this assessment goal. The Management certificate (NDP.MGT) has been assessed each year as part of the Program Assessment process. As part of this effort, the program coordinator has measured the following areas over the past 5 years (Principles of Management BUS-251): Analyzing Ethical Considerations in Management Decision Making – 89 percent of the students either met or exceeded this assessment goal. Distinguish Management versus Leadership Functions - 87 percent of the students either met or exceeded this assessment goal. The Entrepreneurship certificate (NDP.ENTRE) has been assessed each year as part of the Program Assessment process. As part of this effort, the program coordinator has measured the following areas over the past 5 years (Small Business Management – BUS-089): Developing a Comprehensive Business Plan – 93 percent of the students either met or exceeded this assessment goal. Summarizing Marketing Applications – 89 percent of the students either met or exceeded this assessment goal.
Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	During the previous (i.e., 2020) report, the following action steps were highlighted: Continue to Expand Recruitment Efforts to Attract New Students – The program coordinator attends each ‘Laker Visit Day’ event to promote the benefits of our Management degree, Management certificate, and Entrepreneurship certificate programs to prospective students and their parents/guardians. These events take place 5 times per year and have proven to be helpful to build enrollment. In addition, the program coordinator seeks support from the Lake Land College Marketing and Public Relations department in the form of promotional efforts that

	publicize the Management programs. Unfortunately, promotional funding is limited and this means the program will not receive a great deal of advertising support. Evaluate Assessment Data Each Semester to Incorporate Curriculum Changes Annually – The program coordinator continues to collect program and course assessment data for the purpose of improving the quality of our courses. When any assessment results fail to meet their stated goals, the program coordinator will meet with the faculty members who currently teaches the course, analyze the performance gap, and recommend curriculum changes. The area is reassessed the following semester to determine if the changes yielded improved results. Interview Current Students and Program Graduates to Determine Their Satisfaction with the Management Programs – The program coordinator reviews all student satisfaction reports that are collected by Lake Land College and notes any areas of student concern. In addition, the coordinator encourages student participation in these survey opportunities to ensure the college receives the quantity of responses that are needed to achieve a representative sample of our population. Finally, the program coordinator also reviews ‘Student Evaluation’ forms from his classes each semester to note any constructive feedback that will lead to improved student satisfaction in the future.
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.	The major participants in the Management degree, Management certificate, and Entrepreneurship certificate reviews were: John Carpenter – Business Instructor and Program Coordinator for Management and Marketing programs. John has held this position for 23 years and has completed all of the previous program reviews during this timeframe. Brian Madlem – Chair of the Business and Technology division. Brian began serving in this role in January 25 and has met with John to learn more about these programs. Dr. Lynn Breer – Director of Institutional Research – Dr. Breer has provided much of the data for this review and guidance regarding how to format the report. Lisa Cole – Director of Data Analytics – Lisa’s office provided data for this report. Tessa Wiles – Director of Dual Credit – Tessa provided information related to dual credit.
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.	Management/Marketing Advisory Panel – The Management/Marketing Advisory Panel meets formally as a group at least once per year (generally, the first Wednesday of October). The Panel has reviewed numerous curriculum changes over the years including how to pare the Management degree from 65 credit hours to 60, which courses are best suited for 8-week sessions, and assessing the feasibility of offering new management programs (i.e., certificates in Retail Management and Business Development). The panel also offers suggestions for improving the effectiveness of our recruiting efforts. In

	addition, the program coordinator communicates with individual panel members on an occasional basis to discuss program ideas and job opportunities for Lake Land College graduates. The program coordinator has also worked with Elevate CCIC, Inc., which is a 501(c)3 organization in Mattoon, IL with the mission to assist small and start-up businesses in the local area. The Management degree, Management certificate, and Entrepreneurship certificate programs provide excellent training for new business owners that seek to start and grow their organization.
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 – The program coordinator did not analyze any pre-requisites for these programs. None of the programs under this Management review require a minimum placement score (ACT, SAT, etc.,) in order to qualify for enrollment.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	None of the programs under review exceed the 60-credit hour and 30-credit hour thresholds: Management degree – AAS.MGT = 60 credit hours Management certificate – NDP.MGT = 18 credit hours Entrepreneurship certificate – NDP.ENTRE = 18 credit 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 (provide by our Institutional Research office) highlights the following information regarding the labor market for 'Management Occupations' (11-0000) from the 14 counties served by Lake Land College: Number of jobs in 2024 = 7,905 Number of unique job postings in 2024 = 1,255 Number of competing employers = 285 Median number of days for job postings = 28 days The national median wage for General and Operations Manager = \$101,280 The median wage for the State of Illinois = \$101,250 The median wage for east central Illinois area (the Lake Land College district falls within this district) = \$78,790 Source: https://www.onetonline.org/link/localwages/11-1021.00?zip=61938

1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Five years ago, the demand for jobs within the ‘Management Occupations’ category was expected to increase by 4.99 percent within LWIA 23 (Source: IDES WIA 23 2016-2026). More recent data indicate ‘Management Occupations’ within LWIA 23 will increase by 4.44 percent (Source: IDES WIA 23 2020-2030) by 2030. These figures indicate that the demand for new managers continues to grow, albeit at a slower pace than 5 years ago. The demand for ‘Management Occupations’ does continue to outpace the demand for ‘All Occupations’ in LWIA 23, which is projected to increase 2.85 percent (Source: IDES WIA 23 2020-2030.)
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The program coordinator utilizes the following resources when analyzing labor market information: ONETonline.or for national and state labor market. https://www.onetonline.org/ Illinois Department of Employment Services (IDES) IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html Lightcast data (<i>description taken from their reports</i>: Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics). Labor market information is reviewed at least once every two years in order to update promotional materials and/or compile any information needed by Lake Land College or other oversight agencies (e.g., Illinois Community College Board, IBHE, HLC, etc.,).
1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	• The business division hosts a business and computer contest each spring to bring high school students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high schools and service organizations to promote the program • The program coordinator utilizes local media outlets and the Lake Land College public relations department to advertise and promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and

	inform them of the details of the program. • The college sponsors Laker Visit Days throughout the year, as well as 8th grade and high school career day, and the department actively recruits for this program at these events. • The program coordinator works closely with the <i>Enrollment Specialist – Adult Non-Traditional coordinator</i> to actively recruit adult learners. These efforts have yielded positive results (i.e., additional enrollment) in the past.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The following steps detail how program changes are initiated: • 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.	The review process did not result in any recommendations for significant changes to our management programs. Class content is adjusted each semester based on industry needs, technology changes, and feedback from our advisory council members, students, and local employers. The current review of the program resulted in similar, minor adjustments, including modifying classroom assignments in Principles of Management (BUS-251).
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response

2.13 How does the institution assess cost-effectiveness for CTE programming? Consider: • Costs to the institution associated with this program • How costs compare to other similar programs on campus • How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). 4 • Revenue Analysis • Course/section fill rates • Enrollment trends • Credit hours earned year to year • Scheduling efficiency	On an annual basis, the program coordinator, division chair, and the Director of Institutional Research meet to review several program metrics, including the cost of the program for students. Cost to the student in regards to tuition, fees, books, and supplies for the Management program was approximately \$8,830.20 or \$147.17 per credit hour. The cost of the Management program is very similar to other Business programs at the college. The College pays for the program through tuition and fees as well as state reimbursements and allocates money to the divisions through the budgetary process. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund. During the fall 2024 semester (10th-day), enrollment for all Management programs stands at 52 students (25 full-time students and 27 part-time students). This represents a 17.5 percent decrease from fall 2023. The course persistence rate for fall 2024 was 85.21 percent compared to 84.16 percent in 2022. The credit hour completion rate for 2024 was 87.1 percent compared to 81.6 percent in 2022. There is one full-time Management faculty member who also serves as the program coordinator.
2.8 What are the findings of the cost-effectiveness analysis?	The current student enrollment level is adequate to support the cost of the Management programs. Lake Land College currently sets the minimum course enrollment figure at 9 students and our Management sections consistently meet or exceed this standard. For the spring 2025 semester, the 10th-day fill-rates for the following Management program courses were: BUS-089 28 out of 28 = 100% BUS-142 45 out of 60 = 75% BUS-247 36 out of 56 = 64% BUS-251 37 out of 56 = 66% BUS-285 29 out of 28 = 104% BUS-290 28 out of 28 = 100% The program coordinator will continue to monitor these figures and meet with the division chair to discuss any areas of future concern.
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 Management programs do not rely on any grant funding to meet their financial needs.

2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)	The cost of the Management program totals \$8,830.20 which is comparable to other Business programs at Lake Land College. For FY2025 the cost per credit hour of tuition and fees at Lake Land is \$147.17. Tuition and fee rates at bordering community colleges are \$178.50 at Parkland College, \$156 at Lincoln Land Community College, and \$154 Richland Community College.
How does the institution/ program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)	Lake Land College assists students through Financial Aid/FAFSA, scholarship help though the LLC Foundation, Perkins support, and the campus food bank.
2.5 How will the college increase the cost- effectiveness of this program?	The current program coordinator (retiring in August 2025) proposes eliminating some sections of courses that fail to meet at least 80 percent of their capacity (BUS-142 is one such course). Larger class sizes generate more revenue for roughly the same cost, which lowers the organization’s expenses and helps to moderate tuition and fee increases. The use of open education resources (OER) and other cost-effective instructional materials will also help to regulate expenses.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No program modifications have been implemented at this time. A new instructor/coordinator with take over the Management program in August 2025. That person will have the chance to read the 2025 Program Review for Management and make recommendations for how best to proceed in the future.
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.)?	Courses for the Management program are offered online and in traditional formats. Every course has at least one online section per year. The online courses are particularly important to the program’s nontraditional students (about 37 percent of fall enrollees). At least 14 of the program’s required courses offer a traditional (i.e., in-person) option for students.
How do the success rates of each delivery system compare?	The course persistence percentages for online versus traditional format showed the following results (from 2024 data) BUS-290 online = 85.7% traditional = 85.7% BUS-251 online = 83.0% traditional = 88.9% BUS-247 online = 82.7% traditional = 100% CIS-160 online = 78.6% traditional = 77.3% BUS-142 online = 86.1% traditional = 94.3% BUS-151 online = 88.6% traditional = 77.6%
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program coordinator works with other Management faculty members to discuss instructional needs. Faculty members select textbooks and other instructional materials (e.g., videos, publisher provided digital media tools like Connect, etc.,) that will allow our students to meet the course objectives for each class. Instructors have office hours for students who need additional

	help with course materials. Student success is supported through the Tutoring and Testing Center, Counseling Services, Career Services, the Learning Resource Center, and Financial Aid & Veteran Services. Federally funded programs such as TRiO Student Support Services and Perkins IV programs are committed to helping eligible Lake Land College students achieve success with their educational goals. Lake Land College offers student support services to narrow and/or eliminate gaps in achievement between different groups of students, including LEAP, ESL, tutoring programs, and TRiO Student Support Services. Management faculty members proactively seek student feedback through course evaluation forms and program assessment efforts in order to determine if instructional changes are needed.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The Management program qualifies as a ‘Program of Study.’ One of our biggest challenges involves identifying businesses that are willing to provide internship experiences for our Management students. This situation is further complicated by the fact that internships generally need to begin at the start of the semester and conclude at the end of the semester in order to work smoothly with the Lake Land College student records system. Beginning an internship at the mid-point of the semester is difficult to accommodate.
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 Management program is part of a career pathway program. Students can complete dual credit courses in high school including BUS-142, BUS-089, and CIS-060, which are required for the Management degree, Management certificate, and Entrepreneurship certificate programs. All courses completed from the Management and Entrepreneurship certificate programs can be applied to the AAS in Management degree. In addition, there are 2+2 programs at several colleges and universities for those students who wish pursue a bachelor’s degree. Management majors can complete an Internship (BUS-076) in order to gain practical work experience in this field. Services available at Lake Land College include Career Services, Tutoring & Testing Services, and TRiO Support Services. Job shadow opportunities are available with area employers.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Management students learn to use the resources provided by the Small Business Administration (SBA) to their full advantage. Students research funding opportunities, business plan development, and how to access training and development programs sponsored by this agency. In addition, students have the opportunity to work with local economic development groups (e.g., ELEVATE CCIC in Coles County) in order to pursue business opportunities in the local area.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In	In the Lake Land College district, there are currently (2024-25 academic year) 1,402 dual credit students from 34 high schools. Dual credit courses that apply to the Management program include the following:

terms of strengthening the program, what dual credit courses are seen as a priority?	ENG-120, COM-111, BUS-142, and CIS-160. For the Management program, BUS-142 and CIS-160, are priorities for both the degree, and certificate programs. ENG-120 and COM-111 are also priorities for the AAS in Management degree, since the curriculum for this program does require these general education courses.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The Management Internship (BUS-076) option is available to all students in the degree program. The internship provides hands-on experience in a work environment, and interns receive feedback from their employers. The program coordinator serves as the contact for both the student and the employer. In addition, the program coordinator promotes internships by announcing them in class and online. The program coordinator also encourages students to register for the Handshake job search tool. The Career Services department at Lake Land College recently added this tool to its website and can help Management students search for new positions as they complete their certificate or degree.
3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The college has a 2 + 2 program with Eastern Illinois University that can lead to a bachelor of science degree in Organizational Development. Many of the courses in the Management degree count toward the Lake Land College associate in arts degree in Business which is a transfer program leading to a bachelor's degree in Management or another area of business.

3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The program coordinator continually adds a wide variety of management professionals to the Advisory Council. In addition, the program has worked with ELEVATE CCIC (i.e., an economic development organization in Coles County Illinois). This effort has strengthened our relationship with this organization and the program coordinator believes there are more opportunities to reach out to similar groups within the remaining 13 counties Lake Land College serves. The program coordinator also invites industry professionals to visit and speak in classrooms. In addition, the Business Division holds an Annual Job Fair.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The program coordinator makes extensive use of the LEAP program in order to refer students who struggle financially, academically, or mentally (i.e., emotional health, physical health, and other struggles) during their time at Lake Land College. In addition, Lake Land College offers free tutoring services for our 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?	Lake Land College provides staff development opportunities throughout the year including sessions on diversity, program and course assessment, and our learning management system (Canvas). The program coordinator is a member of the Eastern Illinois Business Education Association and attends their professional development meetings each year. At this time, more training is needed in the area of artificial intelligence (AI) and how this impacts instructional efforts.
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?	Management students have access to a number of modern computer labs on the Lake Land College main campus and its satellites. Due to the campus local area network (LAN), instructors can access instructional materials (PowerPoints, etc.,) from any classroom and share their files with our students. Lake Land College has also implemented Hi-Flex classrooms that are available to meet different needs. Finally, our Canvas online course management system allows instructors to provide course resources electronically to students.

3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	After discovering any performance deficiencies in the assessment data, the program coordinator will discuss the situation with the impacted faculty members as well as the division chair if applicable. Instructional changes will be made in an effort to improve student performance. The area will be reassessed the following semester to determine if the changes were effective. Assessment results are stored in Weave and can be shared with others (e.g., other faculty members, academic services personnel, accrediting agencies, etc.,) in the college community.
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?)	Management program assessment data highlighted that many students struggled with their spreadsheet skills. Based on this feedback, the program coordinator added more spreadsheet assignments to the Management program (BUS-089, BUS-090, and BUS-092) in order to provide students with more experience using this important tool.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The <i>Business Student Program Satisfaction Results (2024)</i> (provided by our Institutional Research department) indicated that 71.9 percent either ‘agreed’ or ‘strongly agreed’ that they felt prepared to enter the workforce in a job related to their degree program. 85.9 percent of the respondents either ‘agreed’ or ‘strongly agreed’ that they were satisfied with the content and skills taught during their course lectures. Student satisfaction data is collected via an electronic survey disseminated through the College’s LMS system in a course that is taken by most students in the semester prior to graduation.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program coordinator meets with the advisory council annually to foster continuous improvement of the program. The advisory council has expressed concerns about the lack of professionalism (e.g., punctuality for work, proper dress, oral communication skills, etc.,) among many recent college graduates. Based on this feedback, the program coordinator has incorporated more instructional time in BUS-142 and BUS-251 to address these issues. Engagement with the advisory council could be improved by meeting in person; however, meeting virtually has allowed more

	professionals to be involved with the council.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The program coordinator is often contacted by employers seeking interns, part-time employees, and/or full-time employees for their job openings. The program coordinator connects employers with both Management students as well as the Lake Land College Career Services department.
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	The program coordinator receives feedback from employers sponsoring interns in BUS-076 via the 'Internship Evaluation Survey.' All BUS-076 students are required to complete one evaluation with their employer during the semester. This feedback has been consistently favorable.
3.25 What are the program's strengths?	Small class sizes, hands-on activities, and use of technology in every class. The degree and certificate programs can be completed 100% online. BUS 076 (Management Internship) provides students with on-the-job experience. With the opening of Emerald Acres Youth Sports Complex, the local area is seeing tremendous growth in the demand for retail and hospitality management employees. The Management program provides relevant training for these positions.
3.26 What are the identified or potential weaknesses of the program?	In addition to current enrollment declines at Lake Land College, our campus leadership recently cited an 'Enrollment Cliff' that is expected to negatively impact the college for many years. This 'cliff' is the result of <i>(taken from a recent memo sent to all employee of LLC from the campus president)</i> : • A steady decline in the size of the high school graduating classes that reside in our 14-county serving area. This will lead to a significant (i.e., negative) enrollment impact over the next 15 years. • A steep increase in the number of high school graduates entering the workforce immediately after graduation and not going to college. • The availability and ease of earning credentials and training online or in the workplace from sources outside traditional colleges and universities. • The national narrative that questions the value of higher education. Lower enrollment figures will make it more difficult to offer courses in the preferred modalities for our diverse student base (i.e., LLC may need to eliminate an in-person section of a course due to low enrollment, which may hinder the performance of

	students that respond better to face-to-face instruction than they do to online.).				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	As previously cited, the program coordinator has significantly increased the use of early intervention programs such as LEAP, TRiO, Office of Student Accommodations, etc., in order to seek support for struggling students. With declining enrollment, it is imperative that Lake Land College faculty should do all they can to retain our current students. In addition, the program coordinator recommends that all Management faculty should try to relate to our students as ‘customers’ and be responsive to their needs (e.g., replying to emails, offering support, accessible office hours, etc.) in order to further show the value of a college education.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
• High Tuition and Fee Costs – Despite the fact that Lake Land College’s tuition and fees are very reasonable compared to 4-year universities, it still represents a significant price barrier to increasing enrollment to this program. A minimum wage job in Illinois starts at \$15 per hour and jobs at many local employers start at a much higher rate with no requirement for possessing a college degree or certificate. • Student Access to Financial Aid – Many students at Lake Land College rely on PELL grants and other programs (State of Illinois MAP grant) that could face funding challenges in the coming years. Any government grant program (federal, state, local) can be discontinued.					
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	Management degree (AAS.MGT) Management certificate (NDP.MGT) Entrepreneurship certificate (NDP.ENTRE)				
CIP Code	52.1803 52.0201 52.0701				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
AAS.MGT	61	53	74	53	42
NDP.MGT	6	6	5	6	5
NDP.ENTRE	4	5	6	2	2
Number of Completers					
AAS.MGT	13	18	11	22	28
NDP.MGT	19	31	23	26	32
NDP.ENTRE	5	8	14	16	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.)	The above information was compiled from the Program Improvement and Enhancement (PIE) report for 2024 with the help of the Lake Land College Institutional Research department. The PIE report provides disaggregated data in relation to enrollment, retention, and completion. These data include gender, race/ethnicity, low-income, academically disadvantaged, first generation, student load, and employment status. These data are reviewed annually in the PIE meetings held with the Division Chair and the Director of Institutional Research.				
How does the data support the program goals? Elaborate.	The program coordinator uses data to assess the effectiveness of the program's teaching and learning methodologies. When the data indicate deficiencies, discrepancies, or other areas of concern, changes are initiated with the goal of improving student outcomes.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The PIE report indicated a significant retention gap regarding female versus male Management students. The one-year retention rates for 2023 were as follows: Full-Time Female Retention = 75% Full-Time Male Retention = 50% Part-Time Female Retention = 75% Part-Time Male Retention = 37.5% Female students comprise 55.8% of all Management students and males comprise 44.2%.				
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 gap cited above was unexpected. For the present time, the program coordinator recommends more proactive intervention (LEAP, one-on-one conversations with students, etc.) when students show signs of academic struggle as a way to retain them in the program. The current program coordinator will retire in August 2025. He recommends the new program coordinator and division chair review 2025 data to see if the above gap continues to exist. If results do not show improvement, it might be advisable to work with the Testing and Tutoring Center and Academic Counseling to devise a more comprehensive retention strategy.				

Are the students served in this program representative of the total student population? Please explain.	Management students are 55.8% female and 44.2% male compared to 58.6% female and 41.4% male college-wide. This indicates that the Management program is representative of the college as a whole regarding gender. Management students are 86.5% white and 13.5% minority compared to 90.0% white and 10.0% minority college-wide. This indicates that the Management program is representative of the college as a whole regarding ethnicity/race. Management students are 48.1% full-time students and 51.9% part-time compared to 46.1% full-time and 53.9% part-time college-wide. This indicates that the Management program is representative of the college as a whole regarding full-time versus part-time status.
Are the students served in this program representative of the district population? Please explain.	From an ethnicity perspective, the Lake Land College district is 96.0% white and 4.0% minority. The percentage of minority students majoring in Management is over 3 times higher than this total at 13.5%.
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.	Despite some current retention and future enrollment concerns, the program remains strong in most areas and continues to serve the needs of our students and area employers. I do not recommend any significant program modifications at this time.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Over the next year, the current program coordinator anticipates the following actions related to the Management program. • By May 31, 2025, a new program coordinator is hired by Lake Land College. • November 2025 – The new program coordinator discusses 2025 PIE results with the director of institutional research and division chair to identify any areas of concern for the program. • December 2025 – In conjunction with the division chair, the program coordinator proposes changes, if needed, to the Management curriculum and recruitment strategy.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.

Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Student retention data from the 2024 Management PIE indicated that there was not an equity gap among minority students versus non-minority students in the program. No changes are indicated at this time.
Resources Needed	The Management program needs more promotional/advertising support (budget) to reach potential students in order to grow enrollment.
Responsibility Who is responsible for completing or implementing the modifications?	The new program coordinator will implement any needed changes with support from the division chair.

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
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
Marketing (AAS.MKTG), Marketing (CRT.MKTG), Professional Sales (CRT.SALES) and Electronic Marketing (CRT.EMKT)	AAS.MK TG = Degree CRT.MK TG = Certificate CRT.SAL ES = Certificate CRT.EM KT = Certificate	AAS.MKTG = 60 credit hours, CRT.MKTG = 24 credit hours, CRT.SALES = 24 credit hours CRT.EMKT = 24 credit hours	AAS.MKTG = 52.1804 CRT.MKTG = 52.1804 CRT.SALES = 52.1804 CRT.EMKT = 52.0208	Marketing (CRT.MKTG), Professional Sales (CRT.SALES), and Electronic Marketing (CRT.EMKT)
Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.				
Program Objectives What are the overarching objectives of the program? (i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?)		The Marketing degree (AAS.MKTG) prepares students for employment positions in sales, retailing, marketing and other related business areas. It can also be used to upgrade skills and knowledge of presently employed personnel to allow them to advance their careers. This program provides the broad background necessary to succeed in modern marketing with special emphasis placed on pricing, promotion, distribution and product conception within both the profit and not-for-profit sectors. The Marketing certificate (CRT.MKTG) prepares students for entry level positions in account management, sales, retailing, and marketing. Current employees can use this program to prepare for upward mobility and/or update marketing skills. After completing the program, Marketing certificate graduates will demonstrate competence in the afore listed areas and will be prepared for future career advancement. The Professional Sales certificate (CRT.SALES) prepares students for entry level positions in sales, account management, and customer service. Students can use this program to enhance their selling skills and prepare for upward mobility.		

	The Electronic Marketing certificate (CRT.EMKT) trains students to effectively market an organization and its products through its website and digital media presence. The program will highlight strategies for drawing more traffic to a firm's website, increasing online revenues, and enhancing the organization's reputation. Electronic Marketing graduates are prepared for careers as digital marketing specialists.
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 Marketing degree (AAS.MKTG) program has been assessed each year as part of the Program Assessment process. As part of this effort, the program coordinator has measured the following areas over the past 5 years (Principles of Marketing BUS-247): Target Market Analysis – 85 percent of the students either met or exceeded this program assessment goal. Marketing Mix Analysis – 83 percent of the students either met or exceeded this assessment goal. The Marketing certificate (CRT.MKTG) has been assessed each year as part of the Program Assessment process. As part of this effort, the program coordinator has measured the following areas over the past 5 years (Principles of Advertising BUS-091): Marketing Strategy Identification – 92 percent of the students either met or exceeded this assessment goal. Relationship Marketing Strategies - 91 percent of the students either met or exceeded this assessment goal. The Professional Sales certificate (CRT.SALES) has been assessed each year as part of the Program Assessment process. As part of this effort, the program coordinator has measured the following areas over the past 5 years (Principles of Selling – BUS-092): Summarizing Sales Profession Terminology – 91 percent of the students either met or exceeded this assessment goal. Analyzing Ethical Selling Dilemmas – 88 percent of the students either met or exceeded this assessment goal. The Electronic Marketing certificate (CRT.EMKT) has been assessed each year as part of the Program Assessment process. As part of this effort, the program coordinator has measured the following areas over the past 5 years (Principles of E-Marketing – BUS-134): Developing a Comprehensive E-Business Plan – 94 percent of the students either met or exceeded this assessment goal. Summarizing E-Marketing Terminology – 85 percent of the students either met or exceeded this assessment goal.

Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?	During the previous (i.e., 2020) report, the following action steps were highlighted: Continue to Expand Recruitment Efforts to Attract New Students – The program coordinator attends each ‘Laker Visit Day’ event to promote the benefits of our Marketing degree, Marketing certificate, Professional Sales certificate and Electronic Marketing certificate programs to prospective students and their parents/guardians. These events take place 5 times per year and have proven to be helpful to build enrollment. In addition, the program coordinator seeks support from the Lake Land College Marketing and Public Relations department in the form of promotional efforts that publicize the Marketing programs. Unfortunately, promotional funding is limited and this means the program will not receive a great deal of advertising support. Evaluate Assessment Data Each Semester to Incorporate Curriculum Changes Annually – The program coordinator continues to collect program and course assessment data for the purpose of improving the quality of our courses. When any assessment results fail to meet their stated goals, the program coordinator will meet with the faculty members who currently teaches the course, analyze the performance gap, and recommend curriculum changes. The area is reassessed the following semester to determine if the changes yielded improved results. Interview Current Students and Program Graduates to Determine Their Satisfaction with the Marketing Programs – The program coordinator reviews all student satisfaction reports that are collected by Lake Land College and notes any areas of student concern. In addition, the coordinator encourages student participation in these survey opportunities to ensure the college receives the quantity of responses that are needed to achieve a representative sample of our population. Finally, the program coordinator also reviews ‘Student Evaluation’ forms from his classes each semester to note any constructive feedback that will lead to improved student satisfaction in the future.
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.	The major participants in the Marketing degree, Marketing certificate, Professional Sales certificate and Electronic Marketing certificate reviews were: John Carpenter – Business Instructor and Program Coordinator for Management and Marketing programs. John has held this position for 23 years and has completed all of the previous program reviews during this timeframe. Brian Madlem – Chair of the Business and Technology division. Brian began serving in this role in January 25 and has met with John to learn more about these programs. Dr. Lynn Breer – Director of Institutional Research – Dr. Breer has provided much of the data for this review and guidance

	regarding how to format the report. Lisa Cole – Director of Data Analytics – Lisa’s office provided data for this report. Tessa Wiles – Director of Dual Credit – Tessa provided information related to dual credit.
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.	Marketing/Management Advisory Panel – The Marketing/Management Advisory Panel meets formally as a group at least once per year (generally, the first Wednesday of October). The Panel has reviewed numerous curriculum changes over the years including how to pare the Marketing degree from 64 credit hours to 60, which courses are best suited for 8-week sessions, and assessing the feasibility of offering new marketing related programs (i.e., certificates in Retail Management and Business Development). The panel also offers suggestions for improving the effectiveness of our recruiting efforts. In addition, the program coordinator communicates with individual panel members on an occasional basis to discuss program ideas and job opportunities for Lake Land College graduates. The program coordinator has also worked with Elevate CCIC, Inc., which is a 501(c)3 organization in Mattoon, IL with the mission to assist small and start-up businesses in the local area. The Marketing degree, Marketing certificate, Professional Sales certificate, and Electronic Marketing certificate programs provide excellent training for new business owners that seek to start and grow their organization.
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 – The program coordinator did not analyze any pre-requisites for these programs. None of the programs under this marketing review require a minimum placement score (ACT, SAT, etc.,) in order to qualify for enrollment.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	None of the programs under review exceed the 60-credit hour and 30-credit hour thresholds: Marketing degree – AAS.MKTG = 60 credit hours Marketing certificate – CRT.MKTG = 24 credit hours Professional Sales certificate – CRT.SALES = 24 credit hours Electronic Marketing certificate - CRT.EMKT = 24 credit 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 (provide by our Institutional Research office) highlights the following information regarding the labor market for ‘Market Research Analysts and Marketing Specialists’ (13-1160) and Marketing and Sales Managers (11-2020) from the 14 counties served by Lake Land College: Number of jobs in 2024 = 836 Number of unique job postings in 2024 = 117 Number of competing employers = 48 Median number of days for job postings = 26 days The national median wage for Marketing Research Analysts and Marketing Specialists = \$74,680 The median wage for the State of Illinois = \$69,990 The median wage for east central Illinois area (the Lake Land College district falls within this district) = \$57,370 Source: https://www.onetonline.org/link/localwages/13-1161.00?st=IL
1.2 How has demand changed in the past five years and what is the outlook for the next five years?	Five years ago, the demand for jobs within the ‘Marketing Research/Specialist’ category was expected to increase by 8 percent within LWIA 23 (Source: IDES WIA 23 2016-2026). More recent data indicate ‘Marketing Research/Specialist’ within LWIA 23 will increase by 17.5 percent (Source: IDES WIA 23 2020-2030) by 2030. These figures indicate that the demand for new marketing positions will grow at a faster pace than was predicted 5 years ago. In addition, the demand for ‘Marketing Research/Specialist’ continues to outpace the demand for ‘All Occupations’ in LWIA 23, which is projected to increase 2.85 percent (Source: IDES WIA 23 2020-2030.)
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	The program coordinator utilizes the following resources when analyzing labor market information: ONETonline.or for national and state labor market. https://www.onetonline.org/ Illinois Department of Employment Services (IDES) IDES link: https://ides.illinois.gov/resources/labor-market-information/employment-projections.html Lightcast data (<i>description taken from their reports</i>: Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis,

	and Bureau of Labor Statistics). Labor market information is reviewed at least once every two years in order to update promotional materials and/or compile any information needed by Lake Land College or other oversight agencies (e.g., Illinois Community College Board, IBHE, HLC, etc.).
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	• The business division hosts a business and computer contest each spring to bring high school students to campus. This program specifically recruits during this event. • Instructors from this program are guest speakers at local high schools and service organizations to promote the program • The program coordinator utilizes local media outlets and the Lake Land College public relations department to advertise and promote relevant events in the classroom and beyond. • Direct marketing campaigns (print, email, and text) are used throughout the year to recruit potential students and inform them of the details of the program. • The college sponsors Laker Visit Days throughout the year, as well as 8th grade and high school career day, and the department actively recruits for this program at these events. • The program coordinator works closely with the <i>Enrollment Specialist – Adult Non-Traditional coordinator</i> to actively recruit adult learners. These efforts have yielded positive results (i.e., additional enrollment) in the past.
1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	The following steps detail how program changes are initiated: • 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.	The review process did not result in any recommendations for significant changes to our marketing programs. Class content is adjusted each semester based on industry needs, technology changes, and feedback from our advisory council members, students, and local employers. The current review of the program resulted in similar, minor adjustments, including modifying classroom assignments in Principles of Marketing (BUS-247).
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/pr-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.). 6 - Revenue Analysis - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency	On an annual basis, the program coordinator, division chair, and the Director of Institutional Research meet to review several program metrics, including the cost of the program for students. Cost to the student in regards to tuition, fees, books, and supplies for the Marketing program was approximately \$8,830.20 or \$147.17 per credit hour. The cost of the Marketing program is very similar to other Business programs at the college. The College pays for the program through tuition and fees as well as state reimbursements and allocates money to the divisions through the budgetary process. CTE programs are eligible to receive additional funding for equipment and professional development from the federal Perkins fund. During the fall 2024 semester (10th-day), enrollment for all Marketing programs stands at 11 students (6 full-time students and 5 part-time students). This represents a 35.3 percent decrease from fall 2023. The course persistence rate for fall 2024 was 85.21 percent compared to 84.16 percent in 2022. The credit hour completion rate for 2024 was 84.9 percent compared to 85.7 percent in 2022. There is one full-time Marketing faculty member who also serves as the program coordinator.
2.9 What are the findings of the cost-effectiveness analysis?	The current student enrollment level is adequate to support the cost of the Marketing programs. Lake Land College currently sets the minimum course enrollment figure at 9 students and our Marketing sections consistently meet or exceed this standard. For the spring 2025 semester, the 10th-day fill-rates for the following Marketing program courses were: BUS-142 45 out of 60 = 75% BUS-247 36 out of 56 = 64% During the summer 2024 term, the fill rates were: BUS-090 26 out of 28 = 93% (only offered in the summer) BUS-091 24 out of 28 = 85.7% (only offered in the summer) During the fall 2024 semester, the fill rate was:

	BUS-092 26 out of 28 92.9% The program coordinator will continue to monitor these figures and meet with the division chair to discuss any areas of future concern.
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 Marketing programs do not rely on any grant funding to meet their financial needs.
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 cost of the Marketing program totals \$8,830.20 which is comparable to other Business programs at Lake Land College. For FY2025 the cost per credit hour of tuition and fees at Lake Land is \$147.17. Tuition and fee rates at bordering community colleges are \$178.50 at Parkland College, \$156 at Lincoln Land Community College, and \$154 Richland Community College. Lake Land College assists students through Financial Aid/FAFSA, scholarship help through the LLC Foundation, Perkins support, and the campus food bank.
2.5 How will the college increase the cost- effectiveness of this program?	The current program coordinator (retiring in August 2025) proposes eliminating some sections of courses that fail to meet at least 80 percent of their capacity (BUS-142 is one such course). Larger class sizes generate more revenue for roughly the same cost, which lowers the organization's expenses and helps to moderate tuition and fee increases. The use of open education resources (OER) and other cost-effective instructional materials will also help to regulate expenses.
2.6 Did the review of program cost result in any actions or modifications? Please explain.	No program modifications have been implemented at this time. A new instructor/coordinator will take over the Marketing program in August 2025. That person will have the chance to read the 2025 Program Review for Marketing and make recommendations for how best to proceed in the future.
Indicator 3: Quality	Response
3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/competency-based education, etc.)? How do the success rates of each delivery system compare?	Courses for the Marketing program are offered online and in traditional formats. Every course has at least one online section per year. The online courses are particularly important to the program's nontraditional students (about 55 percent of fall enrollees). At least 14 of the program's required courses offer a traditional (i.e., in-person) option for students. The course persistence percentages for online versus traditional format showed the following results (from 2024 data): BUS-251 online = 83.0% traditional = 88.9%

	BUS-247 online = 82.7% traditional = 100% CIS-160 online = 78.6% traditional = 77.3% BUS-142 online = 86.1% traditional = 94.3% BUS-151 online = 88.6% traditional = 77.6% BUS-200 online = 87.3% traditional = 88.1%
3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?	The program coordinator works with other Marketing faculty members to discuss instructional needs. Faculty members select textbooks and other instructional materials (e.g., videos, publisher provided digital media tools like Connect, etc.) that will allow our students to meet the course objectives for each class. Instructors have office hours for students who need additional help with course materials. Student success is supported through the Tutoring and Testing Center, Counseling Services, Career Services, the Learning Resource Center, and Financial Aid & Veteran Services. Federally funded programs such as TRiO Student Support Services and Perkins IV programs are committed to helping eligible Lake Land College students achieve success with their educational goals. Lake Land College offers student support services to narrow and/or eliminate gaps in achievement between different groups of students, including LEAP, ESL, tutoring programs, and TRiO Student Support Services. Marketing faculty members proactively seek student feedback through course evaluation forms and program assessment efforts in order to determine if instructional changes are needed.
3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB? If yes, describe any strengths or challenge to program of study implementation.	The Marketing program qualifies as a 'Program of Study.' One of our biggest challenges involves identifying businesses that are willing to provide internship experiences for our Marketing students. This situation is further complicated by the fact that internships generally need to begin at the start of the semester and conclude at the end of the semester in order to work smoothly with the Lake Land College student records system. Beginning an internship at the mid-point of the semester is difficult to accommodate.
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	The Marketing program is part of a career pathway program. Students can complete dual credit courses in high school including BUS-142 and CIS-060, which are required for the Marketing degree, Marketing certificate, Professional Sales certificate, and Electronic Marketing certificate programs. All courses completed from the Marketing, Professional Sales, and Electronic Marketing certificate programs can be applied to the AAS in Marketing degree. In addition, there are 2+2 programs at several colleges and universities for those students who wish pursue a bachelor's degree. Marketing majors can complete an Internship (BUS-057) in order to gain practical work experience in this field. Services available at Lake Land College include

improve the program based on the career pathway elements.	Career Services, Tutoring & Testing Services, and TRIO Support Services. Job shadow opportunities are available with area employers.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	Marketing students learn to use the resources provided by the Small Business Administration (SBA) to their full advantage. Students research funding opportunities, business plan development, and how to access training and development programs sponsored by this agency. In addition, students have the opportunity to work with local economic development groups (e.g., ELEVATE CCIC in Coles County) in order to pursue business opportunities in the local area.
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?	In the Lake Land College district, there are currently (2024-25 academic year) 1,402 dual credit students from 34 high schools. Dual credit courses that apply to the Marketing program include the following: ENG-120, ENG-121, COM-111, BUS-142, and CIS-160. For the Marketing program, BUS-142 and CIS-160, are priorities for both the degree, and certificate programs. ENG-120, ENG-121, and COM-111 are also priorities for the AAS in Marketing degree, since the curriculum for this program does require these general education courses.
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	The Marketing Internship (BUS-057) option is available to all students in the degree program. The internship provides hands-on experience in a work environment, and interns receive feedback from their employers. The program coordinator serves as the contact for both the student and the employer. In addition, the program coordinator promotes internships by announcing them in class and online. The program coordinator also encourages students to register for the Handshake job search tool. The Career Services department at Lake Land College recently added this tool to its website and can help Marketing students search for new positions as they complete their certificate or degree.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	None
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	The college has a 2 + 2 program with Eastern Illinois University that can lead to a bachelor of science degree in Organizational Development. Many of the courses in the Marketing degree count toward the Lake Land College associate in arts degree in Business which is a transfer program leading to a bachelor's degree in Marketing or another area of business.
3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?	The program coordinator continually adds a wide variety of marketing professionals to the Advisory Council. In addition, the program has worked with ELEVATE CCIC (i.e., an economic development organization in Coles County Illinois). This effort has strengthened our relationship with this organization and the program coordinator believes there are more opportunities to reach out to similar groups within the remaining 13 counties Lake Land College serves. The program coordinator also invites industry professionals to visit and speak in classrooms. In addition, the Business Division holds an Annual Job Fair.
3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?	The program coordinator makes extensive use of the LEAP program in order to refer students who struggle financially, academically, or mentally (i.e., emotional health, physical health, and other struggles) during their time at Lake Land College. In addition, Lake Land College offers free tutoring services for our 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?	Lake Land College provides staff development opportunities throughout the year including sessions on diversity, program and course assessment, and our learning management system (Canvas). The program coordinator is a member of the Eastern Illinois Business Education Association and attends their professional development meetings each year. At this time, more training is needed in the area of artificial intelligence (AI) and how this impacts instructional efforts.
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?	Marketing students have access to a number of modern computer labs on the Lake Land College main campus and its satellites. Due to the campus local area network (LAN), instructors can access instructional materials (PowerPoints, etc.,) from any classroom and share their files with our students. Lake Land College has also implemented Hi-Flex classrooms that are available to meet different needs. Finally, our Canvas online course management system allows instructors to provide course resources electronically to students.
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	After discovering any performance deficiencies in the assessment data, the program coordinator will discuss the situation with the impacted faculty members as well as the division chair if applicable. Instructional changes will be made in an effort to improve student performance. The area will be reassessed the following semester to determine if the changes were effective. Assessment results are stored in Weave and can be shared with others (e.g., other faculty members, academic services personnel, accrediting agencies, etc.,) in the college community.
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	Marketing program assessment data highlighted that many students struggled with their spreadsheet skills. Based on this feedback, the program coordinator added more spreadsheet assignments to the Marketing program (BUS-090 and BUS-092) in order to provide students with more experience using this

the assessment to improve your program and students learning?)	important tool.
3.21 How satisfied are students with their preparation for employment? How is this student satisfaction information collected?	The <i>Business Student Program Satisfaction Results (2024)</i> (provided by our Institutional Research department) indicated that 71.9 percent either ‘agreed’ or ‘strongly agreed’ that they felt prepared to enter the workforce in a job related to their degree program. 85.9 percent of the respondents either ‘agreed’ or ‘strongly agreed’ that they were satisfied with the content and skills taught during their course lectures. Student satisfaction data is collected via an electronic survey disseminated through the College’s LMS system in a course that is taken by most students in the semester prior to graduation.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	The program coordinator meets with the advisory council annually to foster continuous improvement of the program. The advisory council has expressed concerns about the lack of professionalism (e.g., punctuality for work, proper dress, oral communication skills, etc.,) among many recent college graduates. Based on this feedback, the program coordinator has incorporated more instructional time in BUS-142 and BUS-251 to address these issues. Engagement with the advisory council could be improved by meeting in person; however, meeting virtually has allowed more professionals to be involved with the council.
3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)	The program coordinator is often contacted by employers seeking interns, part-time employees, and/or full-time employees for their job openings. The program coordinator connects employers with both Marketing students as well as the Lake Land College Career Services department.
3.24 How satisfied are employers in the preparation of the program’s graduates? How is employer satisfaction information collected?	The program coordinator receives feedback from employers sponsoring interns in BUS-057 via the ‘Internship Evaluation Survey.’ All BUS-057 students are required to complete one evaluation with their employer during the semester. This feedback has been consistently favorable.
3.25 What are the program’s strengths?	Small class sizes, hands-on activities, and use of technology in every class. The degree and certificate programs can be completed 100% online. BUS 057 (Marketing Internship) provides students with on-the-job experience. With the opening of Emerald Acres Youth Sports Complex, the local area is seeing tremendous growth in the demand for retail and hospitality management employees. The Marketing program

	provides relevant training for these positions.
3.26 What are the identified or potential weaknesses of the program?	In addition to current enrollment declines at Lake Land College, our campus leadership recently cited an ‘Enrollment Cliff’ that is expected to negatively impact the college for many years. This ‘cliff’ is the result of <i>(taken from a recent memo sent to all employee of LLC from the campus president)</i>: • A steady decline in the size of the high school graduating classes that reside in our 14-county serving area. This will lead to a significant (i.e., negative) enrollment impact over the next 15 years. • A steep increase in the number of high school graduates entering the workforce immediately after graduation and not going to college. • The availability and ease of earning credentials and training online or in the workplace from sources outside traditional colleges and universities. • The national narrative that questions the value of higher education. Lower enrollment figures will make it more difficult to offer courses in the preferred modalities for our diverse student base (i.e., LLC may need to eliminate an in-person section of a course due to low enrollment, which may hinder the performance of students that respond better to face-to-face instruction than they do to online.).
3.27 Did the review of program quality result in any actions or modifications? Please explain.	As previously cited, the program coordinator has significantly increased the use of early intervention programs such as LEAP, TRiO, Office of Student Accommodations, etc., in order to seek support for struggling students. With declining enrollment, it is imperative that Lake Land College faculty should do all they can to retain our current students. In addition, the program coordinator recommends that all Marketing faculty should try to relate to our students as ‘customers’ and be responsive to their needs (e.g., replying to emails, offering support, accessible office hours, etc.) in order to further show the value of a college education.
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.	

- High Tuition and Fee Costs – Despite the fact that Lake Land College’s tuition and fees are very reasonable compared to 4-year universities, it still represents a significant price barrier to increasing enrollment to this program. A minimum wage job in Illinois starts at \$15 per hour and jobs at many local employers start at a much higher rate with no requirement for possessing a college degree or certificate. - Student Access to Financial Aid – Many students at Lake Land College rely on PELL grants and other programs (State of Illinois MAP grant) that could face funding challenges in the coming years. Any government grant program (federal, state, local) can be discontinued.					
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	Marketing degree (AAS.MKTG) Marketing certificate (CRT.MKTG) Professional Sales certificate (CRT.SALES) Electronic Marketing certificate (CRT.EMKT)				
CIP Code	52.1804 52.1804 52.1804 52.0208				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled					
AAS.MKTG	8	8	14	17	10
CRT.MKTG	1	2	2	0	1
CRT.SALES	1	0	1	0	0
CRT.EMKT	0	0	0	0	0
Number of Completers					
AAS.MKTG	2	6	3	4	7
CRT.MKTG	12	15	13	19	24
CRT.SALES	10	17	15	20	27
CRT.EMKT	0	1	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-	The above information was compiled from the Program Improvement and Enhancement (PIE) report for 2024 with the help of the Lake Land College Institutional Research department. The PIE report provides disaggregated data in relation to enrollment, retention, and completion. These data include gender, race/ethnicity, low-income, academically disadvantaged, first generation, student load, and employment status. These data are reviewed annually in the PIE meetings				

time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	held with the Division Chair and the Director of Institutional Research.
How does the data support the program goals? Elaborate.	The program coordinator uses data to assess the effectiveness of the program's teaching and learning methodologies. When the data indicate deficiencies, discrepancies, or other areas of concern, changes are initiated with the goal of improving student outcomes.
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	The only notable gap found on the 2024 Marketing program PIE report highlighted a significant reduction in enrollment from 2023 (17 students) to 2024 (10 students), which represented a 41.1 percent decrease.
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 gap cited above was unexpected and difficult to diagnose. The 2024 Marketing degree enrollment figure (10 students) is actually comparable to those seen in 2021 (8 students), 2020 (8 students), and 2019 (7 students), which means totals from 2022 (14 students) and 2023 (17 students) were outliers. The program coordinator and division chair will need to closely monitor fall 2025 enrollment to see if this trend continues. The current program coordinator recommends that Lake Land College allocate more promotional spending in an effort to grow enrollment in the Marketing programs.
Are the students served in this program representative of the total student population? Please explain.	Marketing students are 72.7% female and 27.3% male compared to 58.6% female and 41.4% male college-wide. This indicates that the Marketing program enrollment is more predominately female than the college is overall. Marketing students are 90.9% white and 9.1% minority compared to 90.0% white and 10.0% minority college-wide. This indicates that the Marketing program is representative of the college as a whole regarding ethnicity/race. Marketing students are 54.5% full-time and 45.5% part-time compared to 46.1% full-time and 53.9% part-time college-wide. This indicates that the Marketing program is weighted more heavily toward full-time students than the college is overall.
Are the students served in this program representative of the district population? Please explain.	From an ethnicity perspective, the Lake Land College district is 96.0% white and 4.0% minority. The percentage of minority students majoring in Marketing is over 2 times higher than this total at 9.1%.
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.	Despite some current enrollment concerns, the program remains strong in most areas and continues to serve the needs of our students and area employers. I do not recommend any significant program modifications at this time.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	Over the next year, the current program coordinator anticipates the following actions related to the Marketing program. • By May 31, 2025, a new program coordinator is hired by Lake Land College. • November 2025 – The new program coordinator discusses 2025 PIE results with the director of institutional research and division chair to identify any areas of concern for the program. • December 2025 – In conjunction with the division chair, the program coordinator proposes changes, if needed, to the Marketing curriculum and recruitment strategy.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	The program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Student retention data from the 2024 Marketing PIE indicated that there was not an equity gap among minority students versus non-minority students in the program. No changes are indicated at this time.
Resources Needed	The Marketing program needs more promotional/advertising support (budget) to reach potential students in order to grow enrollment.
Responsibility Who is responsible for completing or implementing the modifications?	The new program coordinator will implement any needed changes with support from the division chair.

DEPARTMENT OF CORRECTIONS
CAREER AND TECHNICAL EDUCATION

Career & Technical Education				
College Name:	Lake Land College			
Academic Years Reviewed:	2020-2024			
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
DOC Fundamentals of Horticulture	Cert	15	1.0601	Fundamentals of Horticulture Horticulture Production
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 for participants to develop competencies for entry-level employment in the horticulture industry.		
To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i>		This program teaches practical skills and industry standards for the horticulture 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 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 horticulture 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 3.29% growth incline between 2022-2032 in the horticulture field.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	IDES employment projections.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are individuals incarcerated within the Department of Corrections.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving 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 review of the program confirmed students are achieving program objectives. Students are satisfied with their experiences in the classroom. The program is currently under review for expansion of the program.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.17 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.).	The annual personnel cost per program is \$69,800. Commodity costs per program is \$3500. Program costs are consistent with the average cost of other correctional vocational programs. The salary rates determined by IDOC have not been competitive with industry standards, leading instructional positions to remain vacant for significant period. The program is funded through the Department of Corrections and ICCB credit hour grant. For security purposes, student/faculty ratio is limited to 15:1. The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates.
2.10 What are the findings of the cost-effectiveness analysis?	Programs are cost effective and meet IDOC contract guidelines.

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

ICCB? If yes, describe any strengths or challenge to program of study implementation.	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. In addition, IDOC offers apprenticeships through the Department of Labor in the Horticulture area. Students completing Lake Land College's program are given the opportunity to work in the field in this program.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	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?	Annual In-service is provided to share best practices and curriculum development ideas.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Good
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports. Course outcomes and measure were developed by the instructors and the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8-week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices 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 associate dean for feedback. This process happens throughout the year in an open entry/open exit class.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.				
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A Lake Land College is not permitted to collect information on incarcerated students after release.				
3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.				
3.26 What are the identified or potential weaknesses of the program?	None.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations.					
Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	Fundamentals of Horticulture				
CIP Code	1.0601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	250	245	184	109	373

Number of Completers	264	222	138	65	389
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Enrollments and completions were dramatically affected by the pandemic and IDOC policies regarding class closures during quarantine periods. Completion rates are beginning to climb in the past two years. New IDOC policies expanding earned time off sentences has altered completion rates. A number of students may reach their release dates prior to completing class. In addition, instructional vacancies have affected enrollments.				
How does the data support the program goals? Elaborate.	The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There were periods when there were instructor vacancies. Also, COVID restrictions were in place in year 4, causing disruptions to attendance preventing students from completing the program. Progress has been made in the hiring instructors for the vacancies. During the 5 years, 4 Horticulture 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 Horticulture program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program is currently under review for expansion of the program.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
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
DOC Horticulture Management	Cert	37	1.0601	Fundamentals of Horticulture Horticulture Management
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 Horticulture Management certificate is designed for participants who have completed Fundamentals of Horticulture certificate. Emphasis is placed on applying business skills in the horticulture industry. Students will acquire skills to advance in the field.		
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 certificate places emphasis on applying business skills in the horticulture 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 high school diploma. All students must have an 8.0 or above average TABE score.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The horticulture program exceeds credit hour requirements to provide additional lab and instructional time for students to practice skills, as individuals in custody do not have access to work outside of the classroom.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As a program serving students who will be released to all areas, there is a projected increase in employment opportunities statewide in the horticulture 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 3.53% growth incline between 2022-2032 for horticulture managers.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	IDES employment projections.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are individuals incarcerated within the Department of Corrections.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving 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 review of the program confirmed students are achieving program objectives. Students are satisfied with their experiences in the classroom. The program is currently under review for expansion of the program.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.19 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.).	The annual personnel cost for program at one correctional facility is \$69,800. Commodity costs per program is \$3500. Program costs are consistent with the average cost of other correctional vocational programs. The salary rates determined by IDOC have not been competitive with industry standards, leading instructional positions to remain vacant for significant period. The program is funded through the Department of Corrections and ICCB credit hour grant. For security purposes, student/faculty ratio is limited to 15:1.
2.11 What are the findings of the cost-effectiveness analysis?	- Revenue Analysis - Course/section fill rates - Enrollment trends - Credit hours earned year to year - Scheduling efficiency Programs are cost effective and meet IDOC contract guidelines.

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

ICCB? If yes, describe any strengths or challenge to program of study implementation.	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. In addition, IDOC offers apprenticeships through the Department of Labor in the Horticulture area. Students completing Lake Land College's program are given the opportunity to work in the field in this program. Following completion of the Fundamentals of Horticulture certificate, students may apply for the Horticulture Management program.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	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?	Annual In-service is provided to share best practices and curriculum development ideas.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Good
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports. Course outcomes and measure were developed by the instructors and the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8-week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices 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 associate dean for feedback. This process happens throughout the year in an open entry/open exit class.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.				
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A Lake Land College is not permitted to collect information on incarcerated students after release.				
3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.				
3.26 What are the identified or potential weaknesses of the program?	None.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations. The program is offered to students at 1 Re-Entry Center.					
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	Horticulture Management				
CIP Code	1.0601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	2	3	5	5	6

Number of Completers	2	1	6	2	6
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Enrollments and completions were dramatically affected by the pandemic and IDOC policies regarding class closures during quarantine periods. Completion rates are beginning to climb in the past three years. New IDOC policies expanding earned time off sentences has altered completion rates. A number of students may reach their release dates prior to 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 when there were instructor vacancies. Also, COVID restrictions were in place in year 4, causing disruptions to attendance preventing students from completing the program. Progress has been made in the hiring instructors for the vacancies. During the 5 years, 4 Horticulture 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 Horticulture program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program is currently under review for expansion of the program.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

Career & Technical Education				
College Name:		Lake Land College		
Academic Years Reviewed:		2020-2024		
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
Horticulture Production	Cert	34	1.0601	Fundamentals of Horticulture Horticulture Production
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 Horticulture Production certificate is designed for participants who have completed Fundamentals of Horticulture certificate. Emphasis is placed on production skills in ornamental, food crops, and landscaping required for a horticulture professional to advance in the field.		
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 horticulture 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 high school diploma. All students must have an 8.0 or above average TABE score.
Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.	The horticulture program exceeds credit hour requirements to provide additional lab and instructional time for students to practice skills, as individuals in custody do not have access to work outside of the classroom.
Indicator 1: Need	Response
1.1 What is the labor market demand for the program? Cite local and regional labor market information.	As a program serving students who will be released to all areas, there is a projected increase in employment opportunities statewide in the horticulture 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 3.29% growth incline between 2022-2032 in the horticulture field.
1.3 What labor market information sources are utilized and how often are LMI data reviewed?	IDES employment projections.
1.4 How does the institution/ program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)	As a Department of Corrections program, all students are informed of available vocational programs upon entering a correctional facility. Each program has an established waitlist. The students that are recruited are individuals incarcerated within the Department of Corrections.

1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Students leaving 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 review of the program confirmed students are achieving program objectives. Students are satisfied with their experiences in the classroom. The program is currently under review for expansion of the program.
Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)	Response
2.21 How does the institution assess cost-effectiveness for CTE programming? Consider: - Costs to the institution associated with this program - How costs compare to other similar programs on campus - How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.).	The annual personnel cost per program is \$69,800. Commodity costs per program is \$3500. Program costs are consistent with the average cost of other correctional vocational programs. The salary rates determined by IDOC have not been competitive with industry standards, leading instructional positions to remain vacant for significant period. The program is funded through the Department of Corrections and ICCB credit hour grant. For security purposes, student/faculty ratio is limited to 15:1.
2.12 What are the findings of the cost-effectiveness analysis?	The open entry and open exit schedule allows students to enroll at any time to ensure continuous participation and maximize benefits to students based on their release dates. Programs are cost effective and meet IDOC contract guidelines.

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

ICCB? If yes, describe any strengths or challenge to program of study implementation.	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. In addition, IDOC offers apprenticeships through the Department of Labor in the Horticulture area. Students completing Lake Land College's program are given the opportunity to work in the field in this program. Following completion of the Fundamentals of Horticulture certificate, students may apply for the Horticulture Production program.
3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?	This program is offered to the disadvantaged populations within the Department of Corrections. The open entry and open exit enrollment is unique as well.
3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?	N/A
3.7 Identify what work-based learning opportunities are available and integrated into the curriculum. How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?	Students receive lab experience completing projects under the direct supervision of an instructor, but access to industry is prohibitive based on correctional location.

3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).	No
3.9 Are there industry-recognized credentials embedded within this program? If so, please list.	No
3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.	No
3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.	N/A
3.12 What current articulation or cooperative agreements/initiatives are in place for this program?	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?	Annual In-service is provided to share best practices and curriculum development ideas.

3.16 What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?	IDOC provides annual diversity training. It is also a topic of monthly staff meetings.
3.17 What is the status of the current technology and equipment used for this program?	Good
3.18 What assessment methods are used to ensure student success?	Each fall and spring courses are assessed. Programs are assessed once a year. Weave is the assessment software that is used by faculty for course and program learning outcomes to ensure student success. In addition, annual student success metrics including enrollment, retention, course persistence, and program completion are reviewed annually in the new Program Improvement and Enhancement (PIE) reports. Course outcomes and measure were developed by the instructors and the data is collected within the Weave online system.
3.19 How are these results utilized and shared with others at the institution for continuous improvement?	Data is collected at the end of each 8-week academic module. When targets are not met, the findings are reviewed and instruction is modified and best practices 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 associate dean for feedback. This process happens throughout the year in an open entry/open exit class.
3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?	N/A

3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work-based learning opportunities)	Relationships with outside employers are determined by the Department of Corrections.				
3.24 How satisfied are employers in the preparation of the program's graduates? How is employer satisfaction information collected?	N/A Lake Land College is not permitted to collect information on incarcerated students after release.				
3.25 What are the program's strengths?	Disadvantaged populations have access to hands-on training to improve future employment opportunities.				
3.26 What are the identified or potential weaknesses of the program?	None.				
3.27 Did the review of program quality result in any actions or modifications? Please explain.	No. Program should continue with minor modifications.				
List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.					
Lake Land College's extensive experience in IDOC ensures that students and programs are successful. There are no issues in terms of enrollment or implementations.					
Performance and Equity					
Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available. Each year may represent a cohort.					
CTE Program	Horticulture Production				
CIP Code	1.0601				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	164	106	79	25	165

Number of Completers	146	92	57	4	146
Other (Please identify)					
What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status. It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)	Enrollments and completions were dramatically affected by the pandemic and IDOC policies regarding class closures during quarantine periods. Completion rates are beginning to climb in the past three years. New IDOC policies expanding earned time off sentences has altered completion rates. A number of students may reach their release dates prior to completing a second certificate. In addition, instructional vacancies have affected enrollments.				
How does the data support the program goals? Elaborate.	The goal is to help disadvantaged individuals in the correctional institutions grow and improve future employment opportunities.				
Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.	There were periods when there were instructor vacancies. Also, COVID restrictions were in place in year 4, causing disruptions to attendance preventing students from completing the program. Progress has been made in the hiring instructors for the vacancies. During the 5 years, 4 Horticulture 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 Horticulture program will continue with the curriculum updates to ensure successful employment after release.
Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.	The program is currently under review for expansion of the program.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	N/A
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The program serves a disadvantaged and diverse population within the IDOC.
Resources Needed	None
Responsibility Who is responsible for completing or implementing the modifications?	Jennifer Billingsley and Brandon Young, Deans of Correctional Programs

ACADEMIC DISCIPLINES

Academic Disciplines	
College Name:	Lake Land College
Academic Years Reviewed:	2021-2025
Discipline Area:	Humanities
Review Summary	
Complete this section to review the Academic Discipline as a whole. Use this template's Course Specific Review portion for each course reviewed in the Discipline.	
Program Objectives What are the objectives of the discipline?	Humanities is a core requirement across most disciplines. Students need to have the appropriate humanities skills at the most rudimentary level of each discipline. These skills are a requirement for the workforce.
To what extent are these objectives being achieved? How do you know the extent to which they are being achieved?	Coursework has been established as per degree requirements to provide necessary humanities education. Using course assessment data has provided faculty with an understanding of how much students are learning. Lead instructors make adjustments at the course level in response to available data.
How does this discipline contribute to other fields and the college's mission, including addressing the college's vision for equitable access for students?	Every discipline requires communication and analytical skills in the Humanities, and those skills provide training to prepare students academically and for careers. This fulfills the mission of the college to provide an education for the lifelong needs of the diverse communities we serve.
Prior Review Update Describe any quality improvements or modifications made since the last review period.	Course assessment data use has been emphasized strongly and is now adopted. Lead faculty must show how data results influence pedagogy or course revisions. A closer look at course/program retention, persistence, and completion rates has just begun. This provides faculty with a macro perspective to 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 answer the questions completely. The review will be sent back if any of the below fields are left empty or inadequate information is provided.	
Indicator 1: Need	Response

1.1 What mechanisms are in place to determine needs/changes for AA, AS, AFA, and AES academic programs? How are needs/changes evaluated by the curriculum review committee and campus academic leadership?	Curriculum needs are discussed cross-divisionally and intra-divisionally within the membership of the curriculum committee and divisions. Other areas provide input from admissions and records, advising, student information systems, transfer coordinators, general education committees and advisory boards, etc. Institutional research also provides program coordinators and lead instructors with necessary supportive data.
1.2 How will students be informed or recruited for this discipline?	Recruitment at the college level across most disciplines provides the students required to take humanities. This effort includes career days, Laker visit days, dual credit interactions and advertising, etc.
1.3 What, if any, new Academic Transfer degrees/significant options have been added/deleted to the college's offerings during the last review period? What determined this action?	We have not added any additional offerings. We are working on a Communication Certificate and hope to approve this in Fall 2025.
1.4 How many total courses are offered by the college in this discipline? What courses see the largest need (enrollment) from students?	We offer approximately 45 unique courses. ENG-119, ENG-120, and COM-111 are by far the most prevalent offerings. ART-250, ENG-121, HUM-150, and our LIT offerings are similar to each other in number.
Indicator 2: Cost Effectiveness	Response
2.1 What are the costs associated with this discipline? (How does the operational cost of this discipline compare to that of other baccalaureate/transfer disciplines and all programs offered by the college overall? What are the primary costs associated with this discipline? How many full- and part-time faculty are maintained for this discipline?)	The program's cost is mainly faculty salaries as well as the cost of textbooks to be rented to students. We currently employ 10 full-time faculty. We utilize approximately 16 adjunct faculty. Faculty are unionized and collectively bargain. As such, faculty salaries are similar across disciplines based on experience and time at the college. Additionally, the College utilizes annual zero-based budgeting to align expenditures with needs.
2.2 What steps can be taken to offer curricula more cost-effectively?	Maximize student count in each section offered. Avoid cancelling classes to bolster total head count and to improve institutional ethos.

2.3 Is there a need for additional resources?	Faculty development and travel funds for conferences are critical to our future success. Classroom technology is often onerous and unpredictable. Ideally, faculty would be included in classroom design and technology planning and we could streamline our technologies to improve the learning experience.
Indicator 3: Quality	Response
3.1 Are there any alternative delivery methods for this discipline? (e.g., online, flexible scheduling, accelerated, team teaching, etc.)?	We continue to offer various modalities for our courses. COM-111 has five modalities. This is under divisional review to determine each modality's pros and cons. Just because we can does not always mean we should. We balance meeting students “where they are” with educational rigor and the best modality style for a given subject and subset of students based on disaggregated segments.
3.2 If the college delivers a course in more than one method, does the college compare the success rates of each delivery method? If so, how? How does the college provide support to students to ensure that they have equitable access to these different course delivery methods?	Division chairs and the Institutional research office analyze course retention and persistence rates and compare student success across modalities on a semester-by-semester basis. Results are discussed at division meetings and appropriate committees’ meetings across campus for recommendations/solutions. Most recently, these results have been addressed at the College Developmental Education Committee meetings.
3.3 What assessments does the discipline use to measure full-time and adjunct instructor performance in the classroom?	Faculty are evaluated as per the Collective Bargaining Agreement. Grade distribution reports are generated by the division chair when called for. However, course persistence reports are studied at the course level, not the instructor. The lead instructor reviews course assessment results from all sections taught and communicates results and potential changes to all instructors. According to Board policy 05.05, adjunct faculty must conduct instructor and course evaluations in each course for the fall and spring semesters each year. We are working with our Dual Credit Leader to generate greater synergy and oversight for these offerings.
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?	Full-time faculty participate in at least nine hours of professional development each year – in both the Fall and Spring semesters. Most recently we have benefited from an on-campus DERA grant funded summit. Our division also sent several faculty to conferences aligned with their disciplines.
3.5 How many faculties have been actively involved in IAI panel review for courses in this discipline over the last review period?	Full-time faculty member, Greg Powers, is currently serving on an IAI 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 them?	We utilize data from Tableau to see the disaggregation of our students. We are using this data to address a variety of student needs by offering various modalities. We are currently attempting to add more in-person courses for our non-traditional and first-generation students. We also utilize reporting tools to support students by connecting with our colleagues in Student Services.
3.7 To what extent is the discipline integrated with other instructional programs and services?	Humanities education is widely integrated with instructional programs across the college. It is a core requirement across all disciplines. Students need to have humanities skills to succeed in all disciplines.
3.8 What does the discipline or department review when developing or modifying curriculum?	We look at student enrollment and completion data to guide our curriculum decisions. Additionally, we work with our recruiters and academic counselors to monitor trends in enrollment and area workforce needs. Direct inter-divisional and intra-divisional communication has been the most effective form of identifying, informing, and responding appropriately to curricula changes. At the same time, feedback from the Developmental Education Committee, among other campus committees and task forces, is also considered. This is done both formally and informally.
3.9 When a course has low retention and/or success rates, what is the process to address these issues? Are data reviewed to determine if one student population disproportionately affects course success rates? If so, how does the college address these disparities?	Course assessment reports from faculty and retention/persistence reports, etc., from institutional research allow for informed discussions when problems are observed. Specifically, we look at several criterion including: race, familial educational experience, and income. These discussions and subsequent recommendations are held at division meetings and are centered at the course level. This data is shared, when appropriate, with salient faculty.
3.10 How does the college determine student success in this discipline?	The Laker Learning Competencies (institutional level competencies) have been integrated into all Course Information Forms and are a cornerstone to determining success at the broadest and most fundamental levels. Pass rates are also critical in measuring our success.
3.11 Did the review of quality result in any actions or modifications? Please explain.	We are currently cleaning up our schedules to offer the best modalities and offerings to meet our students’ needs. We are also compressing our reading (RDG) offerings to improve and expedite pathways for our students who are reading below the college level.

List any barriers encountered while implementing the discipline. The general public (and some of our employees) misunderstand the value of some of our courses. With literacy rates declining and information literacy at an all-time low, our material has never been more valuable.					
Performance and Equity Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ART 240 Art and Gender				
Course Description	This course will examine the expression of the visual arts through gender, history, and culture. The study of art and gender is covered to understand better and define the intent and creation of art forms from ancient to contemporary culture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	53	69	36	24	0
Credit Hours Produced	159	207	108	72	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79	68	58	75	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	F2 907D	F2 907D	F2 907D	F2 907D	F2 907D
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	With the exception of Year 3 (58% vs. 52%), first-generation students performed on par with traditional students.				

Were there identifiable gaps in the data? Please explain.	No				
Performance and Equity Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ART 250 Understanding Art				
Course Description	A survey of the visual arts from Ancient to contemporary times, an understanding of the significant cultural and historical relationships to the art forms.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	228	225	227	213	164
Credit Hours Produced	684	675	681	639	492
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	81	81	74	76	24
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F2 900	IAI F2 900	IAI F2 900	IAI F2 900	IAI F2 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. We need to keep an eye on our non-traditional students in this course.				
What disaggregated data was reviewed?	Years 3 and 4 showed some disparity between first-generation students and traditional students. 69% vs 74% and 68% vs 76% respectively.				
Were there identifiable gaps in the data? Please explain.	No				

Performance and Equity Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ART 260 Art History I				
Course Description	The primary focus of this course will involve understanding the historical developments of the visual arts (painting, sculpture, architecture) from pre-historic times through the Gothic period. Works of art will be examined as expressions of ideas, beliefs, and practices of artists, cultures, and societies. The relationship between art's style, symbolism, and function, the political, religious, and philosophical ideas supporting them, and the ideals of the culture that produced them will also be explored.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	24	29	29	11
Credit Hours Produced	72	72	87	87	33
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	75	67	59	41	82
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F2 901	IAI F2 901	IAI F2 901	IAI F2 901	IAI F2 901
How does the data support the course goals? Elaborate.	Students are exhibiting excellent levels of achieving learning outcomes. Based on our look at first-generation students, we can look at ways of helping improve their success rate.				
What disaggregated data was reviewed?	Yes. We looked at first-generation students and compared their results to those of traditional students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ART 261 Art History II				
Course Description	The study of the historical development of art from Pre-Renaissance through the 21st Century. Beliefs and practices of cultures and societies will be examined. Style and symbolism combined with political, religious, and philosophical traits will be explored through art.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	27	12	21	25	16
Credit Hours Produced	81	36	63	75	48
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	78	58	91	80	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F2 902	IAI F2 902	IAI F2 902	IAI F2 902	IAI F2 902
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. We will be looking at strategies to improve first-generation student success.				
What disaggregated data was reviewed?	Yes. We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	COM 111 Introduction to Speech Communication				
Course Description	This course focuses on the fundamental principles and methods of selecting, analyzing, organizing, developing and communicating information, evidence, and points of view to audiences.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	1383	888	974	959	1111
Credit Hours Produced	4149	2664	2922	2877	3333
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82	83	84	84	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	C2 900	C2 900	C2 900	C2 900	C2 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. First Generation students consistently place about 7% points below the course averages.				
What disaggregated data was reviewed?	First Generation data was reviewed.				
Were there identifiable gaps in the data? Please explain.	No				

Performance and Equity Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	COM 200 Interpersonal Communication				
Course Description	This course focuses on the principles and practices of oral communication emphasizing message formation and delivery, listening, perception, awareness of verbal and non-verbal codes, and managing conflict.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	157	100	95	126	106
Credit Hours Produced	471	300	285	378	318
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77	74	78	88	44
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. First Generation students succeed at nearly identical rates as the general population.				
What disaggregated data was reviewed?	First Generation students were reviewed.				
Were there identifiable gaps in the data? Please explain.	No				

Performance and Equity Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	COM 220 Persuasive Speaking				
Course Description	This course studies audience attitudes, logical lines of reasoning, and emotional appeals used in causing an audience to accept different views or to adopt recommended courses of action.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	0	0	14	0
Credit Hours Produced	0	0	0	45	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	0	0	71	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	N/A	N/A	N/A	N/A	N/A
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	First Generation student data were reviewed.				
Were there identifiable gaps in the data? Please explain.	Yes, because the course was not offered for several years. Due to overscheduling and strict enrollment minimums for courses to go, this course was effectively cancelled. We have a new schedule model and are confident that we can drive enrollment into one section per academic year.				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ENG 110 Manual Comm-Deaf				
Course Description	Instruction in methods of communication with the deaf through signing.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	53	36	26	22	9
Credit Hours Produced	159	108	78	66	27
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77	83	73	73	89
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. In most of the years reflected here, first-generation students are slightly underperforming.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ENG 111 Advanced Signing				
Course Description	A continuation of Manual Communication for the Deaf. Advanced vocabulary and signing.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	31	29	18	10	6
Credit Hours Produced	93	87	54	30	18
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	94	90	100	80	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. This is a tiny data pool. Although our first-generation students are a bit behind, the cohort does have a reasonable success rate, with some years as high as 100%.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ENG 112 Conversational Sign Language				
Course Description	This course prepares students for signing conversations and stories, focusing on building narrative skills, moving from an informal setting to a more formal presentation by incorporating American Sign Language structure and grammar, and exposure to deaf culture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	7	0	3	0	0
Credit Hours Produced	21	0	9	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	100	0	100	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. There is not enough enrollment to make a reasoned analysis.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	The course does not consistently meet the College's minimum student enrollment number.				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ENG 119 Composition I Pathway				
Course Description	Students will study the writing process by reading essays illustrating a variety of rhetorical strategies, analyzing texts, and writing, revising, and editing short essays. The course is for students who have been assessed into developmental English, receiving supplemental instruction for course completion				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	133	65	73	104	101
Credit Hours Produced	532	260	292	416	404
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	59	52	59	68	44
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI C1 900	IAI C1 900	IAI C1 900	IAI C1 900	IAI C1 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. These outcomes indicate that we may need to look at the course methods. First-generation students performed at slightly lower rates than the general population. We will compare this to previous models of Developmental ENG outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ENG 120 Composition I				
Course Description	Students will study the writing process by reading essays that illustrate a variety of rhetorical strategies, analyzing writing tasks and texts, and writing, revising, and editing short essays.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	994	953	875	891	974
Credit Hours Produced	2982	2859	2925	2673	2922
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	85	85	87	86	77
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI C1 900	IAI C1 900	IAI C1 900	IAI C1 900	IAI C1 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. First-generation students were between 5 and 10 percentage points off the mark compared to traditional students.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	ENG 121 Composition II				
Course Description	Students will learn how to find, use, assess, and document research sources, producing an extended writing project based primarily on library research.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	830	809	807	785	789
Credit Hours Produced	2490	2427	2421	2355	2367
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87	86	86	90	10
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI C1 901R	IAI C1 901R	IAI C1 901R	IAI C1 901R	IAI C1 901R
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. First-generation students fared better in ENG-121 than in ENG-120. Success rates are very good.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	FLG 140 Elem Spanish I				
Course Description	Fundamentals of Spanish grammar, oral communication, reading and writing, and introduction to cultures of various Spanish-speaking countries.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	56	45	28	40	8
Credit Hours Produced	168	135	84	120	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	73	73	71	80	75
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. Year three was problematic for non-traditional students. Note that the pool of this cohort was just 7 students. Other years were acceptable.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	FLG 141 Elem Spanish II				
Course Description	Continued study of basic grammar, oral communication, reading, and writing. This includes the cultural aspects of various Spanish-speaking countries.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	42	25	19	23	8
Credit Hours Produced	126	75	57	69	24
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	98	76	90	100	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes. A minuscule subset of first-generation students makes comparisons futile, with success and failure ranging wildly across the five years.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	FLG 240 2nd Year Spanish I				
Course Description	Will further comprehension of grammar, conversation and composition. Study of Spanish cultures through reading and discussion of selected literary works.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	14	9	11	10	2
Credit Hours Produced	42	27	33	30	6
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	79	67	55	60	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	FLG 241 Second Year Spanish I				
Course Description	Study of advanced grammar, composition and conversation. Reading and discussion of selected literary works and cultural orientation.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	6	0	0	0	0
Credit Hours Produced	18	0	0	0	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83	0	0	0	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	None	None	None	None	None
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	Years 2-5 had zero enrollees.				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	HUM 120 Myths and Legends				
Course Description	An introduction to significant myths and legends spanning from Ancient Greece to Modern America with an emphasis on how the motifs, archetypes, and themes are consistently revived in popular culture.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	56	52	100	53	89
Credit Hours Produced	168	156	300	159	267
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	77	75	72	74	28
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H9 901	IAI H9 901	IAI H9 901	IAI H9 901	IAI H9 901
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	HUM 150 Humanities through the Arts				
Course Description	Students will survey the human condition as revealed through the arts, including examining painting, sculpture, architecture, literature, drama, film, photography, and music.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	177	199	136	214	171
Credit Hours Produced	531	597	408	642	513
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	58	65	70	75	34
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI HF 900	IAI HF 900	IAI HF 900	IAI HF 900	IAI HF 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	HUM 181 Introduction to Film Appreciation				
Course Description	Students will enrich their knowledge of film art and their abilities to analyze and evaluate films critically. Students will understand film techniques, directorial styles, genres, structure, critical approaches, and cultural influences by viewing and discussing various films.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	136	119	135	115	98
Credit Hours Produced	408	357	405	345	294
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	80	79	82	82	35
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F2 908	IAI F2 908	IAI F2 908	IAI F2 908	IAI F2 908
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LIT 130 Introduction to Literature				
Course Description	Students will read, examine, and discuss various literary works from different genres to analyze and understand the value, purpose, and components of literature.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	165	134	187	184	187
Credit Hours Produced	495	402	561	552	561
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	82	93	88	90	34
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H3 900	IAI H3 900	IAI H3 900	IAI H3 900	IAI H3 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	LIT 147 Introduction to Fiction				
Course Description	Students will read, discuss, and analyze short stories and novels written by different authors from various periods to appreciate and understand the purposes, forms, terms, and critical approaches associated with these two literacy modes.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	24	18	40	71	46
Credit Hours Produced	72	54	120	213	138
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	83	78	90	79	13
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H3 901	IAI H3 901	IAI H3 901	IAI H3 901	IAI H3 901
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	MUS 150 Music in American History & Culture				
Course Description	A survey of the musical forms and styles in the United States from the music of the early colonists to today's popular music. Musical forms and styles are considered in their cultural context.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	121	98	37	37	39
Credit Hours Produced	363	294	111	111	117
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	87	78	68	73	18
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F1 904	IAI F1 904	IAI F1 904	IAI F1 904	IAI F1 904
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	MUS 229 Understanding Music				
Course Description	A survey of classical music's musical forms and styles, focusing on representative musical masterworks and their composers. This music is presented in both a historical and a cultural framework.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	77	91	67	67	63
Credit Hours Produced	231	273	201	201	189
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91	89	82	76	38
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI F1 900	IAI F1 900	IAI F1 900	IAI F1 900	IAI F1 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHI 232 World Religions				
Course Description	This course is designed to promote cultural diversity associated with religious practices. It includes surveying religious systems and examines concepts and theories related to the nature of deities, good and evil, reason and faith, ethics, and the afterlife.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	124	104	68	76	57
Credit Hours Produced	372	312	204	228	171
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	90	96	90	87	44
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H4 905	IAI H4 905	IAI H4 905	IAI H4 905	IAI H4 905
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHI 270 Introduction to Philosophy				
Course Description	An introduction to philosophical questioning and reasoning. This course will include a historical survey of Western philosophy focusing on developing specific branches within the field, including epistemology, metaphysics, ethics, philosophy of science, and social/political philosophy.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	0	27	25	17	0
Credit Hours Produced	0	81	75	51	0
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	0	89	84	82	0
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H4 900	IAI H4 900	IAI H4 900	IAI H4 900	IAI H4 900
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHI 280 Ethics				
Course Description	Introduction to issues and theories of ethics. Includes a historical survey of significant value systems and contemporary issues.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	190	202	189	161	164
Credit Hours Produced	570	606	567	483	492
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	91	87	87	89	40
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H4 904	IAI H4 904	IAI H4 904	IAI H4 904	IAI H4 904
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Performance and Equity					
Please complete each course reviewed in the Academic Discipline. Provide the most recent 5-year longitudinal data available.					
Academic Discipline Area	Humanities				
Course Title	PHI 290 Intro to Logic				
Course Description	Introduction to formal reasoning, including language and meaning, deduction and induction, evidence, syllogistic argument, and science and hypotheses.				
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	206	227	208	182	163
Credit Hours Produced	618	681	624	546	489
Success Rate (% C or better) at the end of the course, excluding Withdrawals and Audit students	92	89	89	91	56
IAI Status (list code) or Form 13 Status (list signature dates and institutions)	IAI H4 906	IAI H4 906	IAI H4 906	IAI H4 906	IAI H4 906
How does the data support the course goals? Elaborate.	Students are exhibiting acceptable levels of achieving learning outcomes.				
What disaggregated data was reviewed?	We looked at First Generation Students.				
Were there identifiable gaps in the data? Please explain.	None				

Academic Course Review Results	
Intended Action Steps Please provide detailed action steps to be completed based on this review with a timeline and/or anticipated dates.	1. Analyze the overall mathematics program and institutional student data related to mathematics courses. 2. Determine critical gateway courses impacting the progress of students. 3. Determine other student-related factors that correlate or contribute to courses with low success rates. 4. Research into providing success coaches or peer coaches for courses with low success rates.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	We continue to monitor outcomes and will make adjustments if necessary.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Students reaching college-level math have disparate success rates depending on pre-requisite paths or specific courses. Further, nuanced studies are necessary to better understand contributing factors to performance levels. Sharing data with specific faculty involved would be beneficial in seeking solutions. The college's investment in student support and academic analytical tools will be a strong step toward understanding some
Resources Needed	Investment into college-wide analytical software to rapidly study and better understand student success, trends, and progression in various ways.
Responsibility Who is responsible for completing or implementing the modifications?	Faculty, Lead Instructor, and Division Chair of the Math and Science Division.

CROSS-DISCIPLINARY INSTRUCTION

Adult Education and Literacy					
College Name:	Lake Land College				
Academic Years Reviewed:	20, 21, 22, 23, 24				
Performance and Equity Please complete for the ABE/ASE program reviewed. Data for each year may represent a cohort.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students Enrolled	194	179	262	298	249
Number of Completers	28	37	39	53	99
Number of Students in a Bridges course:	90	24	33	13	7
Number of Students in an ICAPS course:	66	71	62	130	21
Number of Students in Workplace Literacy Training:	0	0	0	0	0
Other (Please identify)					
How does the data support the program goals? Elaborate.	Focusing only on the ABE/ASE side of our program, Lake Land College (LLC) Adult Education (AE) continue to strive to serve and meet our ICCB metrics. With a wave of support from ICCB to offer free testing vouchers to our students, it has garnered more interest in the Spring semester of this year. In addition, offering a TDL bridge and BNA ICAPS has filled a local need of employment training. The AE program also offers 1-on-1 social work with the Transition Coordinator that helps students connect with resources they need and ensure they are effectively pursuing their future plans.				
Are there any identifiable gaps? If so, please explain.	Retention is always an on-going conversation and something we try to improve each year. The only metric our program has fallen short on in the last few years is also posttesting percentage. Since then, a reinvigorated focus on posttesting processes and systems will hopefully yield results in the current and future years. Covid had an impact on how students and educators think of education and methods of teaching.				

What is the college doing to overcome any identifiable gaps?	LLC and LLC AE have worked more closely than ever in the past year. The AE program has been an active voice with college Counselors, Admissions, Academic program faculty, and the college administration in hopes to collaborate and create/refine processes to ensure our students are just as supported as the traditional college student.
Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist?	The college and AE program continues to address racial equity through a number of initiatives and programs. First, our ELA program has continued to grow outpacing our ABE/ASE numbers. With 222 ELA students being part of our program for FY 2025, there is an ongoing focus on supporting these students. For example, the AE program has purchased a number of translators to help bridge language gaps between our staff and students.
Review Summary	
Program Objectives What are the objectives of the program?	The objectives of the program are to offer a pathway for students to attain their high school diploma. Other objectives include meeting ICCB-set metrics, supporting students through community referrals and ensuring they are leaving our program with the support and confidence they need to succeed.
To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved?	Students achieving their diploma is always a great metric of success in ABE/ASE, but students learn at their own pace and reach the finish line at different times. We continue to monitor ICCB-set metrics through DAISI to ensure we are focusing on areas that need more support within our program which can include professional development hours, posttesting rates and retention.

How do your program objectives align with the goals and objectives in the 2018-2023 Illinois Adult Education Strategic Plan?	Goal 1: LLC AE aligns our program with the first goal because we offer bridge and ICAPS programming that aligns with local workforce needs. The LLC district is rural and spans a number of square miles and a lot of the main employers in the area are manufacturers, medical and TDL sectors. Each of our students are also loaded into i-Pathways and complete modules throughout the class. Students can log some individualized hours if they complete i-pathways content – this helps with retention and student engagement in coursework. Our Transition Coordinators are well-connected with local social, professional and academic resources. Students are referred to partners as needs are addressed – students also get support in job hunting, resume development and future planning. Goal 2: With our ABE/ASE program being in multiple locations (Shelbyville, Pana, Mattoon, Effingham, Charleston, Marshall) and our ELA classes being hosted throughout the district, as well (2 workplace locations, Mattoon, Effingham and Charleston), it allows students to enter our program at a number of different points and levels. Our programs are open enrollment with orientation days at the beginning of each month for most of the semester. If there is space in class, new students can enroll and get started. Once they are enrolled in our program, they get access to a number of support systems through AE and LLC’s main campus. Some of the services they receive are 1-on-1 casework to identify any current needs, assistance with future plans, the LLC food pantry, mental health services, on-campus events and counseling services. The AE team has a web of partners throughout our district and some outside of our district. Continuing to attend social services events to network will create an ongoing pipeline of support for our students. Professional development is also a prioritized endeavor for the AE staff. Between attending conferences and checking various places for PD opportunities, the AE team is well-rounded and informed. Goal 3: LLC Ae has established and maintain partnerships with local businesses (GPI & CHI), community colleges (we have met with Lincoln Land and are planning other meetings), various community based locations including class locations (Sullivan High School, Wesley United Methodist Church, Fist Assembly of God, Eastern Illinois
---	--

	University). Our ICAPS feature stackable credits into a college program to ensure students are able to progress toward their goals. Our WIOA partners are involved in the APC development and meetings and referral processes. Goal 4: LLC AE and LLC's main campus have developed continuous partnerships to ensure our ICAPS students have stackable credits if they continue their education further. Students with various levels of digital literacy skills are offered a number of methodologies of teaching and instructional tools. Including face-to-face, small group projects, Hybrid classrooms, online classrooms and digital learning tools with other accessibility options built in. Our Transitions Coordinators meet with students 1-on-1 and in groups to discuss enrolling in higher education institutions, career pathways and various avenues for students to take.
What gaps were identified as it relates to program need?	The main gap is to pursue and develop "Ability to Benefit provision."
What additional support is needed to help students transition to postsecondary education or employment?	Continued conversations with LLC's main campus is always welcomed and needed to support the AE student demographic. As AE have continued to gain support and be included in conversations from the college, the support has increased. Hopefully, these processes and relationships with continue to blossom.
Based upon this review, what steps are being taken to offer curricula more cost-effectively?	Professional Development opportunities focusing on curriculum development is attended by a number of staff in the LLC AE program. Being able to refine our curriculum to best serve students is always a goal. Classes are monitored to ensure staff and students are supported in a cost-effective way. Changes may be made depending on student retention and overall enrollment in locations. The curricula a student receives fluctuates between individual need and classroom discussions and assignments.
Discuss how the program strengths will lead to improved student outcomes.	Having a staff that is well connected to resources and passionate about student outcomes will help students achieve their goals. Having multiple layers of support helps students continue in the face of adversity.

Prior Review Update Describe any quality improvements or modifications made since the last review period.	With the explosion of ELA students in our program, we have hired a ELA Transition Coordinator to help students with their current and future needs/goals. Over the course of the last 5 years, or so, there had been a number of turnovers in the AE program. However, in FY 2024, the team was full and remains full to this day. LLC's main campus has had a renewed focus on Adult Education and AE students. LLC AE meets regularly with counseling, admissions, administration, marketing and individual departments.
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 ABE/ASE offerings align with the Index of Need and priority populations identified in WIOA for the program area.	The ABE/ASE offerings align with the Index of Need to serve a number of priority populations by going to where students are and holding multiple locations throughout the district. The class is open to all learners including immigrants, rural learners and individuals who fall below and above a 9th grade education level.
1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.	Bridge and ICAPS offerings align with local workforce needs and college programs. Our ICAPS for this fiscal year was BNA (ending in a CNA certification) and in the past has also been welding. Both of these programs are offered at LLC and are identified as major employment sectors in the district. Bridge offerings have included Transportation, Distribution and Logistics (TDL), welding and BNA for the same reasons listed above.
1.3 Detail how past ABE/ASE enrollment trends mirror the index of need for the program area.	The LLC district continues to lose population. The 2023 index reflected 175,309 people and the 2024 Index of Need reflected 174,458. This is reflected in our ABE/ASE numbers, as well, as there has been small decreased in ABE/ASE students over the last few years. However, including the ELA program would change the narrative, as that side of the program continues to grow and overall, our numbers are larger than they ever been.
1.4 Detail how Bridge Program enrollment trends mirror the index of need.	Bridge program enrollment tends to change based on what subject is being used. Welding bridge programs seem to attract more students whereas BNA bridge programs is a more refined cohort.

1.5 How will students from vulnerable populations (hardest to serve) be recruited and retained?	Students are recruited by a number of methods including flyers, social media, WIOA referrals, LLC referrals, our website, word of mouth and resource fairs. Once students are aware of our services, a lot of them call in or email and we inform them about upcoming orientation days and what locations we offer classes. If a class is full, a student is placed on a wait list and followed up with once there is an opening. Having open enrollment ensures students aren't "locked" out of our program through most of the semester.
Indicator 2: Cost Effectiveness	Response
2.1 What is the cost per student associated with this program?	\$1,233
2.2 How is the college supporting the training portion of an IET for adult education students?	The college is supporting the IET portion by offering trained instructors to teach the class, support systems (like food pantry, mental health counselor, on-campus events, access to the admissions and counseling teams), and facilities throughout the district to use as classrooms.
2.3 Identify if and how your program utilizes Ability to Benefit for Adult Education students.	We currently do not use Ability to Benefit.
2.4 Explain how institutional dollars provided to the Adult Education program are used to increase student outcomes.	Funds we receive from ICCB fund our program from A-Z. From being able to employ Adult Education Advisors (who help students get enrolled in our program) to Transition Coordinators (who support students by referring them to community partners and moving student goals forward), to qualified teachers, Director and Specialist (data input for DAISI and front line calls), institutional funds are put to good use to support student goals and outcomes. These funds are also used to buy classroom equipment, material and online resources to further a students accessibility and learning options.
2.5 What sources are being utilized in braided funding?	We use the following braided funding: Donated Foundation dollars for general student support and GED testing; Perkins dollars for student equipment and equity, the Dollar General grant which was used for classroom material and the Digital Technology grant which substantially improved our ability to communicate with students (translators) and allow students to access our classes and material (laptops).

2.6 Identify any sustainability plans for adult education, ICAPS and Bridge programs.	Adult Education and LLC Admissions, Counseling, Marketing, Administration and Student Support departments have created ongoing dialogue to ensure students are supported and pathways to LLC programs are open. As a program, a continued focus on student recruitment, retention, processes and support (for staff and students alike) is continually monitored and discussed.
2.7 Are there needs for additional resources? If so, what are they?	More PD opportunities based on retention.
Indicator 3: Quality	Response
3.1 What are the program's strengths?	The program's strengths is an incredibly educated and driven staff who is both knowledgeable about course materials and local resources and also admirably driven and passionate to tend to student needs. There are numerous examples of students needing assistance in a variety of subjects and the AE staff jumps to support their needs. Teachers are on top of all the metrics laid out by ICCB and the AE Director and ensure students reach their goals.
3.2 What are the potential weaknesses of the program?	The weakness of the program is difficult to answer. Backed by such a great staff, LLC AE still has a couple challenges. One, of which, is a common AE struggle – that being retention. The other is hitting the posttesting metric. When student retention fluctuates, that negatively impacts posttesting rates.
3.3 How is the college ensuring that the adult education program is using the state required Illinois Content Standards in the delivery of instruction?	LLC AE pursues ICSPS professional development opportunities and guidelines to ensure our teachers are within the content standards laid out by the state of Illinois. Additionally, the AE staff also attends conferences and other PD opportunities in PDN Pulse, Literacy Works and ICCB.
3.4 Identify existing ICAPS programs and how they have been incorporated across the institution. List any plans for future ICAPS programs.	LLC AE has hosted BNA and Welding ICAPS at Mattoon, Marshall and Kansas locations. Future ICAPS will likely be in the same industry as they are large employment sectors in the district and leads to employment and stackable credits if they pursue higher education.
3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.)	AE uses in-person teaching, synchronous online and synchronous hybrid methods. We also use teacher-assigned individualized hours for students who miss class.

3.6 What innovation has been brought to or implemented in this program?	Innovations include: Hyflex technologies, iPathways, Essential Education, IXL Learning, Burlington English and translators to bridge communication barriers with non-English speakers.
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?	Absolutely, partnerships have been formed since the last review. The last review was done during Covid and since then the Area Planning Committee has continued to meet and has involved local community, educational and business partners. We have written grants including the Mattoon Public Library; we have two worksite locations (GPI in Shelbyville and CHI in Arthur) where we offer ELA classes and the number of conversations with the college's main entity has increased since the last report.
3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)?	PD opportunities range from teacher meetings about programmatic updates, ICCB-sponsored events, The Forum of Excellence, IACEA conference, Literacy Works workshops, LLC staff trainings, testing training and PDN Pulse opportunities. More specifically, PD opportunities range from: Instructional needs of students, communication, MSGs, career skills, mental health, classroom confidence, digital tools, assessments/testing, problem solving skills, digital literacy, etc.
3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers.	Our main barriers with ICAPS implementation is finding qualified instructors with the availability to teach and student retention. With our programs being free, not having a “buy-in” from the students can sometimes result in our classes being the first thing abandoned if life gets busy.
3.10 How does the program partner with WIOA Core partners to ensure adult education students successfully transition to post-secondary education?	Referrals from WIOA Core partners is our main source of communication to transition interested students to post-secondary education.
3.11 Detail the types of professional development related to Bridge and ICAPS programming in which staff have participated.	Some of the types of PD related to Bridge and ICAPS programming in which staff have participated are: Building a Bridge to ICAPS Cohort, ICAPS and i-Pathways, ICAPS VLCs by ICCB and others at the Forum of Excellence conference.

3.12 Discuss how ABE/ASE and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.	Our Transition Coordinators meet 1-on-1 and in groups with students to address any student needs that will need a referral to a community partner. Transition Coordinators also present on pathways to higher education and careers.
3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.	A number of technology skills are being integrated into instruction including how to use email, software navigation and instruction (iPathways, Burlington English, IXL Learning, Essential Education). Other technology skills include practical uses like scheduling an appointment, filling out forms, applying to jobs, resumes, cover letters, email etiquette, etc.
List any barriers encountered while implementing the program.	
• Covid provided a unique landscape of challenges and changed how staff and students think of education and accessibility • Student retention can be a challenge in some classes. Life situations change so quickly and remedying their situation quickly can be challenging if they decide to not show up to class.	
Review Results	
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	Overall, LLC AE has made measurable progress, as a program, over the course of Covid to FY 2024. AE total numbers are higher than ever before and FY 2024 had 99 GED graduates as part of initiatives to make testing free. Continuing to grow AE voices at the college level and community will hopefully continue to see results and support for our students.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	Within the next couple months, AE Director will explore and implement the Ability to Benefit initiative for students.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	Program objectives are largely being met.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Continued conversations with the college and community partners regarding immigrants and equity gaps continue to be a priority of the AE team.

Resources Needed	N/A
Responsibility Who is responsible for completing or implementing the modifications?	Director of Adult Education

STUDENT AND ACADEMIC SUPPORT SERVICES

Student and Academic Support Services

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

College Name:	Lake Land College
Academic Years Reviewed:	
Review Area:	Counseling and Advising
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.	Heather Nohren, Chair of Counseling and Student Conduct The Chair of Counseling and Student Conduct assumes major responsibility for counseling services coordination which includes faculty advisor training, advisement of dual credit students, advisement of students on academic probation/suspension dismissal, advisement of new students, and advisement of student athletes. The Chair of Counseling also oversees all counselors who have major oversight in student accommodations, student success coursework coordination, retention initiatives, student probation/suspension/dismissal processes, new student orientation coordination, early alert retention system (LEAP) coordination, assists with campus mental health initiative coordination, and serves as the College's Transfer Coordinator. Lastly the Chair of Counseling and Student Conduct assists the Vice President for Student Services on student conduct and disciplinary infractions and serves as the Chair of the Behavioral Intervention and Threat Assessment Team. Counselors also provides crisis intervention and referral to campus and community resources.

Mission How does the program/service contribute to the mission of the college?	Lake Land College's advising and counseling services play a key role in supporting the college's mission by helping students achieve their academic, personal, and career goals. Here are some ways they contribute to the college's mission: 1. Academic Advising: Counselors assist new students with selecting the appropriate courses and mapping out their academic trajectory based on their career goals. This planning ensures students' progress toward their educational goals, contributing to the college's overall academic mission of providing quality education and fostering lifelong learning. 2. Student Success and Retention: Counseling Services is essential in guiding students through their educational journey. Counseling Services coordinates the Lake Land Early Advantage Program (LEAP). LEAP provides collaboration between student services departments and faculty members to ensure students are aware of the support services provided on campus and in the community. Students are referred to this program when they demonstrate they are at-risk of not completing their coursework. 3. Lake Land College has a faculty advisor program to support student success initiatives. Counselors provide master advisor training to all faculty advisors, ensuring that faculty can assist students with course requirements and degree paths and have the knowledge to refer to appropriate campus resources when necessary. This personalized support helps students stay on track, improving retention and graduation rates, which is aligned with the college's commitment to student success. 4. Personal and Emotional Support: Counseling services provide students with emotional and mental health support, helping them cope with stress, anxiety, and personal challenges that may arise during their college experience. This contributes to the college's mission of creating a supportive and inclusive environment where students can thrive personally and academically. 5. Career Development: Advisors and counselors assist students with career planning, helping them explore academic programs that are in line with possible career interests. This aligns with the college's mission to prepare students for meaningful careers. 6. Diversity and Inclusion: Counseling Services promotes an inclusive campus environment by supporting students from diverse backgrounds, addressing unique needs, and helping individuals feel connected to the college community. This supports the college's mission of fostering a welcoming, respectful, and diverse academic environment. 7. Holistic Approach: By combining academic advising with counseling, Lake Land College provides a holistic approach to student development, addressing both academic goals and personal well-being. This comprehensive support reflects the college's mission to educate the whole student and empower them for success beyond graduation. In summary, Lake Land College's advising and counseling services are integral in fostering an environment where students are supported academically and personally, which contributes to the broader mission of student achievement, personal growth, and career readiness.
--	--

Advancement of Equity How does the program/service help advance equity?	Counseling Services at Lake Land College contributes to the advancement of equity by offering tailored support that addresses the unique needs of diverse student populations. They provide individualized support to students from various demographic backgrounds, including first-generation college students, students with disabilities, non-traditional students, and students from underrepresented communities. Counselors and advisors help ensure that all students are aware of and have access to the academic resources, financial aid opportunities, mental health services, and support programs available at Lake Land College. Counseling services at Lake Land College offers a safe, inclusive space for students to discuss personal, academic, or mental health challenges. This creates an environment where all students, regardless of race, gender, socio-economic status, or background, feel valued and supported. For students who may be unaware of or unable to navigate these resources on their own, counseling and advising serve as a crucial point of connection, ensuring each student has a place to go to find the resources they need. These services help break down barriers to success, create a more inclusive and supportive environment, and ensure that every student has the resources and opportunities necessary to succeed.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/ objectives of the program/service?	The mission of counseling services is to promote student development theory and practice. The overarching goal is to provide free and confidential assistance with educational and career development, crisis intervention and referral, information on Lake Land College degrees and transfer requirements, and strategies to enhance life skills, academic skills, and personal well-being. The counseling services team consists of eight full-time academic counselors, one full-time administrative support position, one full-time student services professional and one graduate assistant. The roles of each team member in counseling services are organized to provide maximum support for the overall goals of the college. Each counselor is responsible for program development in a specific area of student/campus support: student conduct/behavioral intervention, success courses, advisement of athletes, international students, dual credit students and students on probation/suspension/dismissal. We are also responsible for retention initiatives, orientation programs, student accommodations (for students with a documented disability and for Title IX pregnancy accommodations), mental health initiatives, and academic advising coordination/initiatives. Counselors provide leadership in their assigned focus area, collaborating with colleagues to identify and implement policies and practices that are related to their focus with the goal of promoting student success. Additionally, a counselor is assigned to each academic division on campus to facilitate the sharing of curricular, transfer and other information that impacts student advising. All counselors serve on, and sometimes chair, campus committees to represent the student services division and to contribute a student development perspective to the work of the College. All counselors advise new degree-seeking students through the mandatory new student orientation program and have an assigned academic counseling load each semester. Counselors also advise all new transfer students, readmitting students and students on academic probation, suspension and dismissal.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Counseling Services achieves our objectives through a variety of ways. These include: • Transfer Coordination: 2+2 and articulation agreements facilitate smooth transitions for students transferring to other higher education institutions. The College tracks the number of annual agreements signed with partner institutions. Counseling Services also hosts a transfer expo annually. We track the number of schools who attend this event and track student participation. • Lead Guided Pathways initiatives including onboarding and retention initiatives, utilizing data to improve processes. The success of onboarding and retention initiatives is assessed by measuring the percentage of students who onboard successfully and tracking the retention rates of the institution. During Fall 2024-Spring 2025, the College had a 93% retention rate, which is well above the national average. This is a clear indicator that retention initiatives are having a positive impact. The College is further identifying data on application and registration processes to improve the onboarding process and increase the number of students who register for coursework after application. • Arrange accommodations for approximately 250 students with disabilities to support their academic success. Students are assessed on their satisfaction of services. Retention data is also tracked for this group of students. Counseling Services has recently partnered with data analytics so we can improve our data imports into our student success software, which will give us even more information on retention metrics, especially for high-risk populations. • Assume major responsibility for Title IX pregnancy accommodations, ensuring accommodations are appropriate. The number of students utilizing these accommodations is tracked. The College has identified that we need to survey the satisfaction of students requesting pregnancy accommodations. We plan to implement this in the next year. • Academic Counselors train for and teach student success coursework to enhance academic performance. Students are assessed at the end of each course to ensure they are learning the objectives of the content taught. • Assume major responsibility for student conduct oversight to ensure a positive, safe and respectful campus. The College tracks the number of conduct cases handled annually to ensure we don't have a high number of reoccurring cases. • Provide academic advisement to dual credit students, ensuring students are given advice on how college coursework aligns with future career and postsecondary goals. This initiative aligns with the PACE legislation. Surveys to dual credit students ensures we receive feedback on the satisfaction and effectiveness of this service. Counseling Services also provides academic advisement to student athletes, ensuring athletes can balance responsibilities of both. • Provide crisis intervention and refer to campus and community resources. Students are surveyed on their satisfaction of their individualized appointment. • Offer Master Advisor Training (MAT) to faculty advisors to ensure an effective advising program at the College. We gather input from the master advisor training participants to ensure that their training was valuable and met their expectations. We also gather information on how we can improve. Students have also been asked to do a survey on their advising and registration experiences so we can determine areas of improvement.
---	--

	• Implemented the use of EAB Navigate and serve as the administrator of the EAB Navigate software. EAB Navigate is a student success software that provides electronic academic planning, online appointment scheduling and improved communication methods with students. This is a new program for us. As we continue to utilize the program, we will track student and staff satisfaction and determine needed improvements. • Coordinate new student orientation to assist with a smoother onboarding process for new students. We closely monitor the number of students who attend this program and seek their input via surveys to determine how we can improve our processes. We also track the number of students who maintained registration through 10th day after completing New Student Orientation. • Assume major responsibility for the Behavioral Intervention and Threat Assessment team and ensure that all members of the BIT team are provided with professional development and training opportunities. The BIT team has increased professional development opportunities and training for BIT team members. We also closely track the number of cases referred and monitor the types of referral to watch for trends. Trends tell us what type of training we need to ensure safety for the student and campus community members.
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?	• Move toward reassigning/narrowing responsibilities that have been assumed by Academic Counseling over time, such as ○ Student services institutional assessment. The Chair of Counseling and Student Conduct is often asked to assist with institutional assessment when appropriate. ○ Mental health response beyond assessment and referral. Action completed. In June, 2023, the College hired a full-time mental health counselor to provided crisis counseling and referral to students. We also have a virtual mental health platform that provides peer to peer assistance for students needing mental health support and the College purchased the Calm App, which is a mindfulness and meditation app to help manage stress, sleep better and live healthier. ○ Development of technical documentation and instructional materials for registration when technologies are updated or adopted. Yes, this action was completed. We have an EAB Navigate website that has registration guides on how students can register, drop and withdrawal from coursework. We also offer in person training to students and staff. ○ Transfer coordination: Action completed. Counseling Services now serves as the College’s official transfer coordinator.
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?	Yes, certain areas of counseling and advising are statutorily required, both at the federal and state levels. Counseling and advising services are designed to meet or exceed these requirements, ensuring compliance. Statutory requirements include: - Americans with Disabilities Act and Section 504 of the Rehabilitation Act: Lake Land College provides accommodations and support services to students with disabilities. Our Academic Counselor/Coordinator of Student Accommodations and Mental Health Initiatives ensures students with disabilities receive appropriate accommodations and support for their educational and mental health needs. - Mental Health Early Action on Campus Act: Counseling Services assists with coordination of mental health initiatives. We also offer crisis intervention and referral services. Our assistance in this area ensures we are compliant. - Title IX: To ensure the College does not discriminate against pregnant and parenting students, our Counselor/Coordinator of Student Accommodations and Mental Health Initiatives serves as the accommodations coordinator for pregnant and parenting students. In summary, Lake Land College’s counseling and advising services are designed to comply with statutory requirements related to mental health support, accommodations for pregnant and parenting students, and accommodations for students with disabilities. The college meets these requirements by offering comprehensive services, maintaining staff training, and continuously reviewing and improving its offerings to ensure that all students receive the support they need.
1.2 What is the need for this program/service and how does the institution determine need?	Counseling and advising services at Lake Land College are essential because they address various academic and personal needs of students, helping them succeed throughout their educational journey. These services are particularly vital for fostering student success, retention, and well-being. The need for these services is driven by multiple factors that impact students’ ability to thrive in a college environment. Key areas of need for students include academic counseling, career counseling, mental health and well-being, and navigating academic and personal challenges. The need for counseling and advising services is assessed using a combination of data analysis, student feedback performance metrics, and collaboration with faculty and staff to determine these needs and ensure that its services are responsive and effective. These methods include: - Student Surveys and Feedback - Retention and Graduation Data - Academic Performance Metrics - Early Alert System (LEAP) - National and State Trends - Faculty and Staff Collaboration - Institutional Goals and Strategic Planning

1.3 If applicable, what is the student usage for this program/service?	Counseling Services at Lake Land College plays a critical and extensive role in supporting a diverse range of students each year. With over 2,000 students served annually, the breadth of services provided highlights the importance of these resources in fostering student success and well-being. Below is a breakdown of the specific areas in which Counseling Services has a significant impact. New Student Orientation: Integral to welcoming and guiding new students as they transition into college. Approximately 800 students served annually Academic Advising specific to academic probation/suspension/dismissal, dual credit and student athletes: Approximately 600 students served annually. Retention Program Referrals: Students identified through the retention program as being at risk of academic or personal challenges. Approximately 150 students served annually. Walk-ins and General Questions: Counseling Services also accommodates students who may not have a specific referral but walk-in for advice, information, or guidance on general academic or personal concerns. This open-door approach ensures that all students have access to the support they need. Students check-in on a kiosk when they walk-in so we can keep track of the number of students we see. This technology is new and we will have data on walk-in numbers in the near future. Students in Crisis: Counseling Services is a critical resource for students facing personal or academic crisis. These students are often referred to our full-time mental health counselor located in a different department who tracks the number of students who take advantage of this resource. Students with accommodations: Students who require accommodations due to a disability or choose to utilize accommodations for pregnancy benefit from the support provided by the Academic Counselor/Coordinator of Student Accommodations. Approximately 250 students served annually.
1.4 How does the student usage compare to assessed need of the program/service?	The comparison between student usage and the assessed need of the Counseling Services department at Lake Land College reflects both the breadth and effectiveness of the services offered. Counseling Services addresses key areas such as academic support, mental health, retention, crisis intervention, walk-in counseling availability, at-risk referrals, athlete/student probation/dual credit advising, academic accommodation coordination for students with disabilities and for pregnant and parenting students, and onboarding initiatives such as New Student Orientation. While we serve a very large population of students, and while the student usage aligns well with the assessed needs in most areas, continuous assessment, targeted outreach and sufficient resources are key to ensuring Counseling Services continues to meet the evolving needs of Lake Land College's student population.
Indicator: Cost	
2.1 What are the current expenditures of the department?	\$ 978,887.31 for personnel, benefits, life insurance, travel, professional development, office supplies, printing.

2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Counseling Services is funded by the institutional budget and tort fund. We do not have any allocation through federal or state grants. To ensure sustainability, while also managing costs effectively, Counseling Services collaborates with other departments (tutoring, mental health and wellness, career services, Trio) to share resources and training opportunities. This reduces the need for duplicative services. We also cross-train staff to handle multiple aspects of counseling advising so each counselor can be more flexible and efficient for the population of students they see. Counseling Services believes in proactive support and outreach. We also use data-driven decision making through student surveys, retention metrics, early warning systems and tracking student needs and prioritize resources toward these populations, ensuring services are efficient.
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 utilize standards of professional organizations that promote best practices in student support services. Members of Counseling Services are professional members of the American Counseling Association, the Association of Student Conduct Administrators, National Academic Advising Association, Council for the Advancement of Standards in Higher Education (CAS), National Association for Behavioral Intervention and Threat Assessment, and Association for Higher Education and Disability (AHEAD). In addition to these professional organizations, we use several internal benchmarks to assess the quality and impact of Counseling Services. These include student surveys, retention and graduation rates, and tracking how often students use counseling services and for what types of services most frequently accessed. Lastly, we are accredited by the Higher Learning Accreditation and undergo periodic reviews. In summary, Counseling Services measures its quality and effectiveness against both external and internal benchmarks. By adhering to professional guidelines, monitoring student satisfaction and success, and comparing performance with peer institutions, and continuously improving services based on data and feedback, the program can ensure that it meets the needs of students 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 overseeing or providing the program/service?	Lake Land College job descriptions provide clear guidance on the credential requirements for staff who work in Counseling Services. Academic Counselors are required to have a master's degree or higher in counseling, college student affairs, or a related field. Certain positions also require licensing standards. Our Counselor/Coordinator of Student Accommodations and Mental Health Initiatives is required to have an LCPC license. The College also provides professional development and training opportunities to expand knowledge and skills to support the academic, emotional, and mental well-being. This approach ensures that counseling 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?	In FY2025, Lake Land College implemented Laker Connect, a strategic and innovative program designed to provide educational guidance and support to our high school students as they navigate dual credit options and post-secondary planning. The program, led by a Lake Land College Academic Counselor, improves educational opportunities for students and strengthens partnerships with local high schools. Laker Connect was designed to support the Illinois PACE (Postsecondary and Career Expectations) framework by fostering collaboration between high schools and Lake Land College and to improve college readiness, access, and completion for students. The PACE legislation aims to ensure that students are better prepared for postsecondary education and are supported throughout their educational journey, particularly those in dual credit programs. Here's how Lake Land College's Laker Connect program aligns with and supports the Illinois PACE legislation: 1. Strengthens High School and College Partnerships: The PACE legislation emphasizes the importance of partnerships between high schools and community colleges to enhance students' transition to higher education. Laker Connect builds these partnerships by working directly with high school counselors and providing personalized guidance to dual credit students at their high schools. This strengthens the bridge between high school and college and helps ensure students are adequately supported as they prepare for college-level work. 2. Personalized Support for Students: Laker Connect focuses on offering individualized academic advisement and career guidance to dual credit students, which aligns with PACE's goal of supporting students with tailored academic and career plans. This guidance helps students understand their educational pathways, workforce-ready options, and transfer opportunities—critical components of the PACE legislation's focus on preparing students for college and career success. 3. Addressing Barriers to College Access: One of the goals of the PACE legislation is to eliminate unnecessary barriers to student access and success. By connecting students to key college resources (such as financial aid, scholarships, counseling, and career exploration), Laker Connect helps remove common obstacles that students may face, particularly first-generation college-goers or those unfamiliar with the resources available to them. 4. Promoting Dual Credit Enrollment: The PACE legislation seeks to increase the participation of students in dual credit programs, which is directly supported by the Laker Connect program. Dual Credit pathways have been created to align dual credit courses to postsecondary degrees and certificates. By increasing engagement with high school students and encouraging them to take advantage of dual credit opportunities, Laker Connect helps boost enrollment and retention in these programs, ultimately aiding students in earning college credits while still in high school. 5. Data and Research-Driven Approach: The Laker Connect program is informed by data, such as the findings from Lake Land College's strategic planning committee, which reflects trends in dual credit enrollment, college matriculation and retention. This data-driven approach supports the goals of the PACE legislation by using evidence to inform practices that increase student success and improve college readiness. Overall, Lake Land College's Laker Connect program helps ensure that the objectives of the Illinois PACE legislation are met by providing proactive support and fostering stronger relationships between our district high schools and Lake Land College, with the ultimate aim of increasing student success and access to higher education.
---	---

3.4 What are the strengths of this program or service?	Counseling Services offers a wide range of services that benefit a diverse student population including new students, dual credit students, student athletes, students on academic probation, at-risk students, students with documented disabilities, pregnant and parenting students needing accommodations, students needing general advice, and students in crisis. Counseling Services ensures that all students receive the appropriate guidance and referral based on their unique needs. Our diverse services contribute to onboarding and retention strategies.
3.5 What are the challenges or weaknesses of the program/service?	Counseling Services offers a wide range of services to a large population of students. In addition, our coordination efforts are far reaching. To ensure we are following best practices, we heavily rely on professional development opportunities for the Counseling Services staff. With budgets being closely monitored and with a fear of an enrollment cliff, possible scaling back of budgets could affect our opportunities for professional development and training opportunities. The nature of our services demand that we must stay up-to-date on threat assessment, mental health awareness, crisis intervention, academic advising, student accommodations, student conduct, and Title IX requirements. Additionally, if scaling back of budgets shall happen, this could lead to staffing challenges as well. Counseling Services is also prepared to take on additional services for adult learners as the College moves toward offering Competency Based programs and other flexible options. These programs will require new added responsibilities. With a department that already oversees a large area of responsibility, we will most need to address how to take on additional responsibility with additional staff.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	The College has been doing focus groups on how to address the enrollment cliff in higher education. With a projected lower number of high school graduates in our district in the near future, and with 56 % of our district population possessing less than an associate's degree, we understand that we need to expand our academic support services to adult learners. Additionally, with an anticipated enrollment cliff presented through focus groups and data from our local school districts, there is obviously a concern that budgets may need to be cut.
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 through a variety of methods is gathered. These methods include student surveys, focus groups, and metrics within our student success software. Counseling Services is currently partnering with our data analytics team to improve the retention metrics captured in our student success software system so we can identify at-risk students more effectively. Partnering with data analytics will also allow Counseling Services to more effectively measure the breadth of services we provide to a diverse student population.

3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Counseling Services at Lake Land College utilizes data to monitor student engagement with our services. We track the number of students referred to our early alert system, along with the reasons for these referrals, to identify trends that may be impacting student retention. Additionally, we monitor the number of students served through Disability Services, categorizing the types of disabilities to identify trends and assess the effectiveness of our services, as well as areas for growth. We also track the frequency of student visits to counseling services, along with the specific types of services provided, allowing us to evaluate service utilization and effectiveness. Counseling Services understands the importance of collecting disaggregated data on students who utilize our services. We have partnered with our data analytics team to ensure that data such as first-generation college status, age, gender, financial aid eligibility, and other key factors are captured. This effort will enable us to expand our understanding of which student groups benefit most from specific services. This initiative is currently underway. By collecting disaggregated data, Counseling Services 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.	Counseling Services is working on college disaggregated data for individuals who utilize our services. Our partnership with data analytics to ensure we are capturing this key metrics in our software will assist with us. College-wide, we know that a majority of our students are traditional age students, first-generation students. It's safe to assume that our metrics would match college wide data.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	Counseling Services is seeking ways to improve equitable access for non-traditional students. We are exploring student success and case management support systems for our new Competency-Based Education programs and we have revised our New Student Orientation program model to be more flexible to students needs. This includes a hybrid model (partial in person, partial online), completely online/virtual, and full in person options.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	Our flexible new student orientation program helps ensure students have access to this important onboarding program to help them transition to college. Additionally, Counseling Services is working on flexible academic support options for adult learners, especially those who are enrolled in Competency-Based Education programs and are trying to balance work/life/family/school.
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 are working closely with our data analytics team to ensure that we are capturing disaggregated data, including race, age, ethnicity, first-generation student status, and gender. Additionally, we are collaborating with our external student success software partner, EAB Navigate, to integrate this data into the system so we can monitor retention metrics more effectively. By doing so, we aim to better understand which factors contribute to or create barriers for student success. This work is ongoing. We hope to have the data imported with EAB Navigate during the Fall 2025 semester. During academic years 2025-2026 and 2026-2027 we will work on capturing trends that impact retention, persistence and completion of Lake Land College students. As part of our commitment to adult learners, Counseling Services is focused on adapting to the specific needs of students enrolled in the Competency-Based Education (CBE) program. Counseling Services will continue to collaborate with the CBE team to determine how we can best support these students. We anticipate expanding our CBE-specific services throughout the 2025-2026 academic year and 2026-2027 academic years and will continue to assess staffing needs to ensure that the academic support offered is both comprehensive and effective for these students. In the past two years, Counseling Services has assumed a range of new responsibilities, including leading student conduct efforts, serving as the administrator lead for our student success software (EAB Navigate), Managing Title IX Pregnancy and Parenting Accommodations, developing a new advising program for dual credit students, and expanding efforts around mental health initiatives through the Mental Health Early Action Grant. These responsibilities are in addition to our ongoing responsibilities including Disability Services coordination, academic advising for athletes and students on probation/suspension/dismissal, student success course coordination, new student orientation coordination, crisis intervention and referrals, LEAP (retention early alert) coordination, and leading the Behavioral Intervention and Threat Assessment Team. As we continue to take on additional responsibilities, ensuring that our team receives adequate training is essential. For the 2025-2026 academic year, we are committed to expanding our training programs, even in challenging budgetary times, we are well-prepared and versed in best practices and case law. Given the growing need for crisis intervention and mental health concerns on the rise, counseling services will also assist with efforts to lead mental health first aid training for front-line staff, faculty advisors and other essential personnel to ensure staff can offer immediate support for students in distress and refer them to appropriate resources. We are excited about the ongoing work to enhance our services and ensure that our support systems are both responsive and proactive in meeting the needs of our diverse student body. These initiatives are aligned with our goal of creating an inclusive and supportive learning environment for all students.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Counseling Services at Lake Land College has implemented several action steps that are designed to be both proactive and responsive. These steps are focused on capturing and utilizing disaggregated data, expanding services to diverse student populations (including adult learners and first-generation students), and ensuring that our services are equitable, accessible, and inclusive. One of the primary actions being taken to address equity gaps is the ongoing

	collection and analysis of disaggregated data related to key student demographics, including race, ethnicity, first-generation student status, gender, and other relevant factors. This data is being used to assess whether specific student groups, particularly students of color, are facing barriers to success or access to support services. We are working closely with data analytics and our student success software, EAB Navigate, to capture key metrics and identify trends that impact racial equity gaps. This work is ongoing and we hope to be fully operational during the 2026-2027 academic year. Counseling Services is actively working with the CBE team to ensure that adult learners have access to flexible and culturally responsive support services. CBE students, who are often older, working full-time, or managing family responsibilities, can experience challenges related to navigating higher education, and we are committed to providing support that meets these challenge
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	While the review of Counseling Services at Lake Land College highlights the breadth of support available to our diverse student population, it also points to areas where improvement is still necessary to ensure we are meeting all students' needs. One key area for growth is our partnership with the data analytics team to continue identifying and analyzing disaggregated data to better understand retention trends and student success across demographic groups. As we collaborate with our student success software partner, EAB Navigate, we recognize that slight modifications to timelines may be required, as this is an external partnership. Nevertheless, we are on track to meet our goals by the 2026-2027 academic year, while remaining flexible to the possibility of further adjustments. Additionally, as the College develops its Competency-Based Education (CBE) program, we anticipate that modifications will be necessary in the timeline and structure for adopting academic support services specific to CBE students. The College is currently working with a consultant to ensure that the CBE program aligns effectively with the needs of our adult learners and non-traditional students, and future adjustments may be needed to ensure that academic support services are appropriately integrated into this new program.
Resources Needed	Continued partnership with the data analytics team will be imperative to advance our work with capturing metrics that impact student retention. We will need continuous professional development budget allocations to ensure training is available and staffing is adequate, especially in key areas such as crisis management, Title IX, advising best practices for non-traditional students, behavioral intervention, student conduct, and disability services. Staffing to support flexible support services for students in competency-based education programs will be imperative. We will need funding to support a part-time support person for this initiative.
Responsibility Who is responsible for completing or implementing the modifications?	Multiple stakeholders will be involved in assisting with the completion and implementation of these modifications. The Chair of Counseling and Student Conduct will work with all Academic Counselors to make progress on these action plans. The Chair of Counseling and Student Conduct will ensure the Academic Counselor/EAB Navigate Lead is making adequate progress with data analytics on capturing metrics in our student success software, EAB Navigate. Additionally, the Chair of Counseling and

	Student Conduct will be heavily involved with the Competency Based Education implementation team to ensure we are moving forward with identifying academic support needed for adult learners who enroll in this program. The Chair of Counseling Services and Student Conduct will also closely monitor budget allocation and ensure that we have data supporting the needs of adequate staffing levels and professional development opportunities.
--	---

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:	2022-2026
Review Area:	Student Accommodations
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.	Heather Nohren Chair of Counseling and Student Conduct Ellie Haskett Counselor for Student Accommodations and Mental Health Initiatives Olivia Gibbons Graduate Assistant- Counseling Services Specialist

Mission How does the program/service contribute to the mission of the college?	Student Accommodations play a vital role in fulfilling this mission by ensuring that students, with documented disabilities, have equitable access to educational opportunities. By providing tailored support services—such as academic counseling, accessible seating, alternate text formats, and assistance with admission and placement testing—the Student Accommodations Services help remove barriers that might otherwise impede a student's academic progress. This commitment to inclusivity and support aligns with the college's dedication to diversity, equity, and inclusion, fostering an environment where every student can achieve their full potential. In essence, the Student Accommodations Services embody Lake Land College's mission by promoting accessibility and continuous improvement in the learning environment, ensuring that all students, regardless of their abilities, have the resources and support necessary for their educational journey.
Advancement of Equity How does the program/service help advance equity?	The Student Accommodations Services at Lake Land College help advance equity by ensuring that students with disabilities have the same opportunities to succeed as their peers. This aligns with the broader principles of educational equity, which focus on providing support based on individual needs rather than a one-size-fits-all approach. Here's how the program contributes to equity: - Removing Barriers to Education - Personalized Support - Promotes Inclusivity - Enhancing Retention and Success - Advocacy and Awareness

Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/objectives of the program/service?	The Student Accommodations Services at Lake Land College provides support to students with documented disabilities to ensure equal access to educational opportunities. The program offers accommodations such as assistive technology, alternative testing arrangements, note-taking assistance, accessible materials, and individualized academic support. Overarching Goals/Objectives: 1. Ensure Accessibility – Remove barriers to learning by providing reasonable accommodations that allow students with disabilities to fully participate in their coursework. 2. Promote Equity & Inclusion – Foster a supportive and inclusive environment where all students, regardless of ability, have equal opportunities for success. 3. Enhance Student Success – Provide personalized support that helps students stay enrolled, progress academically, and achieve their educational goals. 4. Advocate for Disability Awareness – Educate faculty, staff, and the campus community on accessibility, disability rights, and best practices for creating an inclusive learning environment. 5. Comply with Legal Requirements – Ensure the college meets all federal and state regulations, such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.
To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	Lake Land College's strategic plan emphasizes a commitment to continuous improvement and student success. The adoption of new assessment software in February 2024, as part of the college's assessment plan, enables real-time evaluation of student learning outcomes and supports the institution's dedication to enhancing educational experiences for all students. Achievement is measured through data in Navigate, as well as student surveys given after every appointment.

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?	Previous Action: To utilize the college's process for requesting a technical project and work through the needs and steps with the IT team, in order to accomplish an online application and documentation process. Goal completed.
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?	Yes, providing accommodations for students with disabilities is a statutory requirement for public institutions of higher education. This obligation is mandated by federal laws such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), which require colleges and universities to offer reasonable accommodations to ensure equal access to educational programs and services for students with disabilities. All necessary elements are met due to the structured process for students seeking accommodations. As laid out below: 1. Application Submission: Students must complete the "Request for Student Accommodations" form and provide relevant disability documentation, such as an Individualized Education Program (IEP), a 504 Plan, or a physician's letter. These documents should be emailed to accommodations@lakelandcollege.edu, or a student can directly contact Counseling Services and request a meeting with the Counselor for Student Accommodations and Mental Health Initiatives. 2. Scheduling an Appointment: After submitting the necessary documentation, students are advised to call 217-234-5259 to schedule an appointment with the accommodations office. Additionally, Lake Land College emphasizes its commitment to accessibility through its website, stating that it strives to comply with web standards and guidelines for accessibility and usability.
--	---

1.2 What is the need for this program/service and how does the institution determine need?	The need for student accommodations at Lake Land College arises from the legal and ethical obligation to provide equal educational opportunities for students with disabilities. This ensures compliance with federal laws such as: Section 504 of the Rehabilitation Act of 1973 – Prohibits discrimination based on disability in federally funded programs. Americans with Disabilities Act (ADA) – Requires reasonable accommodations to ensure accessibility. How the Institution Determines Need Lake Land College determines the need for accommodations through a structured process: Student Self-Identification: Students must voluntarily disclose their disability and submit a Request for Student Accommodations form. They must provide documentation such as an IEP, 504 Plan, or medical documentation to verify their disability. Review and Assessment: The Office of Student Accommodations evaluates the documentation and the student's specific needs. Staff members assess whether the requested accommodations are reasonable and ensure they do not compromise academic standards. Ongoing Monitoring & Feedback: The institution tracks student performance and success to determine whether existing accommodations are effective. Adjustments are made as needed, based on faculty and student feedback. Compliance & Reporting: The college monitors enrollment trends and the number of students requesting accommodations. Regular assessments help improve services and ensure compliance with state and federal regulations. By following these steps, Lake Land College ensures that students receive the necessary support while upholding academic integrity and legal compliance.
---	---

1.3 If applicable, what is the student usage for this program/service?	There are currently 309 students utilizing student accommodations in the database of 2025
1.4 How does the student usage compare to assessed need of the program/service?	The office often evaluates students' needs through an interactive process, where the Accommodations Coordinator assesses their requirements and recommends specific accommodations. From there, most students utilize the accommodations offered.
Indicator: Cost	
2.1 What are the current expenditures of the department?	Approximately \$106k/year

2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Student Accommodations Counselor 50% of salary is out of the Torte line. Remainder is college staff lines. Cost-effective strategies include: • Collaborate Across Departments: Partner with other offices or departments to create joint programs that benefit both the disability services office and other student support functions. • Shared Technology Solutions: Use technology platforms that are already in place across the university to streamline accommodations and documentation processes. • Online Documentation and Forms: Transition to digital forms for accommodation requests and medical documentation submissions. This reduces the costs and time associated with paper processes. • Virtual Services: Offer virtual appointments or workshops to reduce the need for in-person staffing, which can help to save on costs related to office space, utilities, and transportation. • Internship and Work-Study Programs: Offer opportunities for students to work in the office of disability services as interns or work-study employees. This provides them with valuable experience while helping to support the office's operations at a lower cost.
Indicator: Quality	

3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	These benchmarks are based on federal regulations, best practices, and institutional policies. Quality Benchmarks & Standards 1. Legal Compliance (Baseline Standard) ○ Adheres to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, ensuring students receive reasonable accommodations without discrimination. ○ Ensures compliance with Illinois Community College Board (ICCB) guidelines for accessibility and student services. 2. Best Practices in Higher Education ○ Aligns with standards from the Association on Higher Education and Disability (AHEAD), which provides guidance on effective accommodations and disability services. ○ Follows Universal Design for Learning (UDL) principles to create an inclusive learning environment. 3. Institutional Performance Metrics ○ Tracks student retention, success, and graduation rates for those receiving accommodations. ○ Collects student feedback through surveys to assess satisfaction and program effectiveness. ○ Monitors faculty and staff compliance with accommodations to ensure proper implementation. 4. Website & Digital Accessibility ○ Ensures compliance with Web Content Accessibility Guidelines (WCAG 2.0/2.1) for online learning materials and digital resources. ○ Regularly audits and updates digital content for accessibility improvements. 5. Continuous Improvement ○ Reviews trends in accommodation requests and adjusts services accordingly. ○ Counselor for Student Accommodations and Mental Health Initiatives continues to stay up to date by attending conferences and webinars. ○ Provides training for faculty and staff to enhance awareness and implementation of accommodations.
---	--

3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	Lake Land College ensures that all staff overseeing or providing student accommodations are qualified and appropriately trained through a combination of educational requirements, and professional development. 1. Hiring Qualified Staff • Educational Background: Staff in the Office of Student Accommodations typically have degrees in fields such as disability services, special education, psychology, counseling, or student affairs. • Experience Requirements: Preference is given to professionals with experience in disability services, academic support, or compliance with ADA and Section 504 regulations. 2. Professional Training & Development • Legal & Compliance Training: Staff receive training on ADA, Section 504, and Illinois state regulations to ensure accommodations meet legal requirements. • AHEAD & UDL Guidelines: Training aligns with best practices from the Association on Higher Education and Disability (AHEAD) and Universal Design for Learning (UDL) to enhance service effectiveness. • Ongoing Workshops: Faculty and staff attend workshops, conferences, and webinars on accommodating students with disabilities. • Technology Training: Staff are trained in assistive technology such as screen readers, speech-to-text software, and other accessibility tools. 3. Faculty & Staff Awareness • Regular Faculty Training: The college conducts annual training for instructors to ensure they understand their role in implementing accommodations. • Collaboration with Disability Services: Instructors work directly with the accommodations office to implement and adjust accommodations as needed. 4. Performance Monitoring & Evaluation • Student Feedback: The college collects student surveys and feedback to assess how well staff are providing
---	--

	accommodations. • Compliance Audits: Regular internal reviews ensure staff are following legal and institutional guidelines. • Professional Development Requirements: Staff are required to attend periodic training sessions to stay updated on disability laws and best practices.
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?	Lake Land College has implemented several innovative practices within its Student Accommodations Program to enhance accessibility and promote student success. Innovations Implemented: ○ Utilizing technology to document student records and keep them organized. ○ Operating various systems such as Navigate and UI Client in order to better communicate with students and complete student surveys. ○ Maintaining frequent touch points with students and faculty in order to ensure better retention rates. Impact on Student Success: ○ By proactively engaging faculty and ensuring timely implementation of accommodations, students feel more supported and are more likely to continue their studies. ○ By making the process easily accessible for the student to connect with the Office of Accommodaitons, they are more likely to follow through with completing the process and maintaining their needs.

3.4 What are the strengths of this program or service?	Lake Land College's Student Accommodations Office excels in providing seamless support to students through a well-structured and efficient system. The office successfully reaches students through technology-based systems, ensuring that those in need of accommodations are informed and supported. A well-oiled documentation process and interactive approach allow staff to assess student needs accurately and implement appropriate accommodations in a timely manner. The use of efficient databases streamlines record-keeping, helping the office maintain an organized workflow even with limited staffing. Despite these challenges, the team remains dedicated to meeting student needs without delays, demonstrating adaptability and commitment. Additionally, the office prioritizes continued education opportunities, ensuring staff remain up to date on best practices, legal requirements, and new assistive technologies to enhance services for students. Through these strengths, the office fosters an inclusive and accessible learning environment for all.
3.5 What are the challenges or weaknesses of the program/service?	Weaknesses or challenges of the program can be managing with tight budgets, limiting the ability to hire staff if need be, providing advanced assistive technology, or expanding services. The need for advanced assistive technology specifically includes interpreting services, which are very limited in this specific region.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Tools that have been utilized to determine program/service strengths and challenges include student evaluations after every meeting with an accommodations student, as well as the CCSSE survey and the Noel Levitz Student Satisfactory Survey.

3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	Continuous improvement processes that are utilized include student eval/surveys, conferences, and professional development/collaboration with faculty and staff.
3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Lake Land College utilized the "BOT Identifying the Gaps," focusing on Fall to Fall Retention in various populations, including students with disabilities.
3.9 Were there any identifiable equity gaps in the data? Please explain.	There does not appear to be any identifiable equity gaps in this data, though the retention rates appear to be low between the years 2018-2019. The college has identified this as something to continue to keep an eye on. However, compared to statewide data, Lake Land College retention rates of students with disabilities appear to be strong.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	Lake Land College provides equitable access to programs and services by offering multiple modalities in not only ways to meet with college staff, but also ways to take their courses. Examples of equitable access to services include phone, in-person, or Zoom options, along with email correspondence and various touch points throughout the semester, which may include midterm reports. Examples of equitable programs may include course modalities options such as in-person, online, hyflex, hybrid, and multiple locations in the college district.

3.11 How does the program or service address inequities in instructional programs, if appropriate?	The Counselor for Student Accommodations may address inequities in instructional programs by continuously being up-to-date and knowledgeable about laws concerning disability services. They may also be in contact with program directors in order to devise ways to provide accommodations in what ways are possible and meet course requirements.
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.	The Student Accommodations is committed to continuously enhancing accessibility and support for students with disabilities. As part of its ongoing efforts, the office is actively investigating the implementation of CART (Communication Access Realtime Translation) systems to better assist hearing-impaired students on campus. Additionally, the office is dedicated to maintaining at least two in-person interpreters to ensure students who require sign language interpretation receive consistent and reliable support. Beyond accommodations, the office is focused on improving retention rates for students with disabilities by integrating support through college programs such as Guided Pathways and the LEAP process, which provide structured guidance and resources to help students stay on track toward graduation. Due to the multiple offices and services that these action steps include, a realistic timeline or anticipated date may vary. Though most of these processes have begun, the hope that they could be completed may take upwards of a years time.
To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	The Guided Pathways group, which includes the Student Accommodations Counselor, is taking active steps toward these goals. The Student Accommodations Counselor is also the LEAP Coordinator, which in turn also plays a part in maintaining knowledge of the equity and racial equity gaps.
Rationale Provide a brief summary of the review findings and a rationale for any future	Recent review findings of the Student Accommodations Program have provided valuable insights, particularly in understanding the retention rates of students with disabilities. Now equipped with data on these retention rates, the office recognizes the importance of continued data collection to identify trends and implement strategies aimed at improving student success. Moving forward, the accommodations office will maintain its commitment to

modifications.	leveraging its strengths, such as its efficient documentation process, technology-based outreach, and well-structured interactive approach, to ensure students receive the support they need. Additionally, the office will proactively seek new ways to enhance retention efforts by collaborating with campus programs and refining existing accommodations to better meet student needs.
Resources Needed	Additional funding for professional development.
Responsibility Who is responsible for completing or implementing the modifications?	The Counselor for Student Accommodations and Mental Health Initiatives

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:	FY20 – FY24
Review Area:	Academic Support - Library Services
Review Team Please identify the names and titles of staff and faculty who were major participants in the review of this program/service and their role or engagement in this process.	Sarah Hill, Director of Library Services, Author Andy Cougill, Librarian, Reviewer/Editor

Mission How does the program/service contribute to the mission of the college?	College Mission: Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve. Our college fulfills this mission through: • University transfer education • General education • Technical & career education • Workforce development • Community and continuing education • Intellectual and cultural programs • Support services Library Mission: The Lake Land College Library provides a people-focused, effective learning environment that offers access to outstanding resources and knowledgeable staff in order to meet the lifelong educational needs of the diverse communities we serve. The library is one of the college’s support services that helps fulfill its mission. The library serves as an “effective learning environment,” is people-focused, provides access to outstanding resources and knowledgeable, friendly staff, to meet the community’s diverse needs.
--	--

Advancement of Equity How does the program/service help advance equity?	The Lake Land College Library advances equity by providing resources, services, and an environment that supports diverse needs and promotes inclusivity. The library's commitment to equity is demonstrated through: • Inclusivity: The library strives to provide inclusive service, demonstrating respect and empathy for the diverse backgrounds and needs of the community. • Accessibility: Lake Land College Library aims to create and continuously improve an affordable and accessible learning environment for the diverse communities it serves. • Resources: The library offers a wide range of resources, including books, online articles, and electronic resources, catering to varied interests, abilities, and maturity levels. • Open Access: Community members can access databases on public access computers and check out materials with a Community Borrower card. • Equipment Access: Students can access semester-long checkouts of graphing calculators, laptops, and MiFis. If needed, equipment can be delivered to other campus locations. • Privacy and Intellectual Freedom: The library upholds the principles of intellectual freedom and protects users' privacy, ensuring that resources are available for everyone, regardless of origin, background, or views. • Support Services: Library staff are committed to providing outstanding service and assisting users in pursuing information and enrichment. The library offers free reference help, instruction sessions, and citation help in-person or via Zoom, phone or chat.
Service Objectives Please provide a brief overview of the program or service being evaluated. What are the overarching goals/objectives of the program/service?	Brief Overview: According to the 2024-2025 library services master plan, the three goals (with supporting objectives) are 1. The library will support student success by closing equity gaps. a. Ensure the library website and LibGuides are accessible. b. Offer regularly scheduled hyflex workshops for students and staff each semester. 2. The library will provide effective and innovative instruction. a. Embed a librarian into an online Comp II or Speech course. b. Offer more workshops for faculty about information literacy and research projects. c. Offer and market workshops for community members about information literacy topics like AI and misinformation. d. Create Canvas modules about several topics so faculty can choose what to embed in their online courses. 3. The library will advocate for library services.

To what extent are these objectives being achieved? Please detail how achievement of program/service objectives is being measured or assessed?	According to the 2024-2025 library services master Plan, several objectives have been completed to help meet the goals. 1. The library will support student success by closing equity gaps. a. In Spring 2025, there are 167 laptops and 23 Chromebooks checked out to students in need. 2. The library will provide effective and innovative instruction. a. A new course, LIB-120 Introduction to Generative AI, was created and will be taught by Librarian Andy Cougill in Fall 2025 as a Humanities elective. It will be offered in the Hyflex format in Mod II. b. Three new videos were created for staff to integrate into their online Canvas modules about using the library. 3. The library will advocate for library services. a. The library collaborated with the Illinois Heartland Library System to host a K-12 school librarian event in Fall 2023. b. Workshops about generative AI were taught at the Regional Offices of Education conference and as workshops. Other workshops were held at the Effingham Chamber Job Fair, the Marshall Public Library, and Mattoon Public Library.
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?	Library Services was last reviewed in 2020 during the pandemic by a library director who retired in January 2021. The intended action steps noted in that program review were the following: • Improving lighting and study tables and chairs throughout the library. New LED bulbs were placed throughout the library, and the building is fourth on the college’s Facilities Master Plan for remodeling. • Add wireless printing capability. An ISS task force was created to solve this issue, but it hasn’t been completed yet. • Create a media creation room. A Smart TV was added to a study room, but no formal lab was created since an Innovation lab is located in Webb Hall and broadcasting quiet rooms are in the Northwest building. One conference room was lost to a Veterans Lounge that moved from the Student Center, and since the study rooms are popular, library staff decided not to decrease the number of student study rooms. • Restructuring of library director position. This was completed—the director position is now a stipend, with both faculty librarians sharing the same job description to share job duties. • Annual reviews of the library. This is still performed annually, with surveys to students and staff performed in alternating years. The library also now assesses itself annually through the library master plan.
Indicator: Need	

1.1. Is this program or service statutorily required? If yes, is the college meeting the required elements? How does the college ensure it meets all required elements?	No, this program is not statutorily required.
1.2 What is the need for this program/service and how does the institution determine need ?	The library is needed to provide academic support for students (library instruction, reference help), faculty and curriculum support (staff development, faculty workshops about AI), equity and access to resources (online databases and ebooks), community and lifelong learning (AI and misinformation workshops throughout the district), and technology and digital access (open computers for community members, laptop, MiFi, and graphing calculator checkouts). Need is determined by the college through the statistics gathered by the Institutional Effectiveness department. More than half of our students are enrolled in at least one online or off-campus course, which means the library's digital resources are essential. Most students are placed into developmental classes for reading, math or English, which means they need the information services provided by the library, like 1:1 reference help and library instruction integrated into classroom time. For Fall 2024, 32% of students were PELL recipients, meaning the library's free laptop and graphing calculator checkouts are essential.
1.3 If applicable, what is the student usage for this program/service?	In FY24, 1323 students received library instruction in 74 classes. Students checked out 2338 items from the physical collection in FY24. Library staff answered 3,158 questions via phone, chat or face-to-face during the same year. Over 20,000 journal articles and 8,000 ebooks were read in the online databases, and over 5,400 videos were streamed.
1.4 How does the student usage compare to assessed need of the program/service?	Student needs demonstrate that more integrated library instruction is needed in courses not currently being reached by library services, especially those in developmental education. In 2024, a librarian joined the Developmental Education committee, which should help with the integration.
Indicator: Cost	

2.1 What are the current expenditures of the department?	For FY24, the expenses were \$229,771.
2.2 How is this program/service funded and what cost-effective strategies are in place to ensure sustainability?	Library services are funded institutionally and through a student LRC fee of \$1.50. Cost-effective strategies for library services include using the department's master plan to integrate with the college's strategic plan and utilizing memberships with state-wide consortia to lower database costs. Cost-per-search data is reviewed annually to determine usage and influence renewals and new services.
Indicator: Quality	
3.1 If applicable, how does the college program/service measure against any quality benchmark and standards?	According to the 2023 Noel Levitz Student Satisfaction Inventory survey, Lake Land students are more satisfied with library resources and services and believe they are more important than the comparison group results.
3.2 How does the college ensure that all staff are qualified and appropriate to overseeing or providing the program/service?	The college follows board policy, ensuring all librarians have an ALA-accredited master's degree. Human Resources ensures that applicants for all positions are qualified to fulfill the job requirements. Employees also receive regular staff and professional development.
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?	Librarian Andy Cougill has built a strong community service outreach program by providing workshops about AI and misinformation to various public libraries and community groups throughout the college district. The library is piloting Grammarly, a writing service that helps students improve their writing. It also provides a college-funded quality AI assistant to all students and staff. Fifty-one students are involved in the pilot and have used Grammarly to improve 74% of their writing sessions and average 8 Generative AI prompts daily.

3.4 What are the strengths of this program or service?	Lake Land College's library is a data-driven, student-friendly resource hub that supports student success. Key strengths include: Expert Research Assistance - Librarians are available to help students with finding sources, answering research questions, and citing materials. Assistance is accessible in person, by phone, or via email, providing flexible support tailored to individual needs. Comprehensive Equipment Loan Program - Students can borrow laptops, Chromebooks, Mi-Fi devices, and graphing calculators for an entire semester on a first-come, first-served basis. This initiative ensures that all students have access to essential technology for their academic pursuits. Community Access - Lake Land College district residents can utilize library resources and obtain library cards to check out items. While some digital resources may have access limitations for non-affiliated users, this policy fosters community engagement and lifelong learning. Integration - The library is part of a broader network of academic and student services aimed at enhancing the educational experience. This includes access to health services, counseling, and academic support, contributing to a holistic approach to student success. These strengths highlight the library's commitment to providing equitable access to resources, personalized academic support, and fostering a collaborative learning environment for students and the broader community.
---	--

3.5 What are the challenges or weaknesses of the program/service?	While Lake Land College's library offers valuable resources and services, certain challenges have been identified that could impact its effectiveness: Physical Building - The library's physical design presents challenges concerning acoustics, lighting, design, and safety. The building resembles a concrete bunker, and the round shape makes it difficult for staff to supervise students on the other side of the building. The many doors are a safety concern, along with the low hallway walls on the upper level of the building. A major remodel is necessary to update the building to meet the needs of current students who want more study rooms and group meeting spaces. Resource Renewal Limitations - While funding for the library has remained relatively static in recent years, the cost of all physical and digital materials has consistently increased, leading to tough decisions about cutting materials for students. Wireless Printing – Students are still waiting for the ability to print from their laptops and phones. This has been a need for almost a decade. Addressing these challenges could enhance the library's ability to support student success and meet the diverse needs of the Lake Land College community.
3.6 What tools were utilized to determine program/service strengths and challenges? i.e., student surveys, focus groups, interviews, co-curricular assessment, etc.	Student surveys are conducted every other year to gather student feedback about library services. The annual library master plan, data analysis of database usage and budgets from the past three years were consulted.
3.7 What, if any, continuous improvement processes are in place and utilized to evaluate data and implement solutions?	The library master plan, implemented in 2024, contains goals, KPIs, objectives, and strategies for continuous improvement. Student surveys and staff surveys are given every other year. The librarian consistently provides a library instruction survey to improve continuously, and library staff regularly review policies and procedures to ensure they align with best practices and put students first. The library program evaluates data regularly, implements solutions based on that data, and adapts to the changing needs of its students, staff, and faculty.

3.8 What disaggregated data was collected, measured, and evaluated to assess program/service effectiveness?	Feedback data – The program collects student and staff feedback through surveys and other methods to understand their satisfaction with the services provided. This data is used to identify areas of improvement and make changes to the program to meet patron needs. National surveys – The college participates in the Noel Levitz and CCSSE surveys, which integrate questions about library services. IPEDS data about academic libraries is also gathered and evaluated by comparing the library to similar institutions. Internal library data – The library annually gathers statistics about circulation, the physical collection, library instruction, and digital resource usage to help inform decisions about the library.
3.9 Were there any identifiable equity gaps in the data? Please explain.	The only identifiable equity gap was the semester when the library ran out of graphing calculators for students. This was remedied by the next semester since more were purchased.
3.10 How is the college seeking opportunities to close the gap and provide equitable access to programs and services?	The college is closing the gap to provide equitable access to quality programs and services by funding the library. Through us, students receive high-quality equipment for semester-long checkout, have access to millions of ebooks and journals for research, and utilize consultations with knowledgeable library staff for help with homework. The college is also piloting Grammarly, and if implemented campus-wide, it would close the gap to provide generative AI for all.
3.11 How does the program or service address inequities in instructional programs, if appropriate?	Library services addresses inequities in instructional programs by providing MiFis, Chromebooks, Dell laptops, and graphing calculators for student checkout. Librarians also offer classroom library instruction and 1:1 research consultations for students who need extra help. A librarian also serves on the Inclusion, Diversity, and Equity Committee, which advocates for policy and procedure changes at the college and department level to ensure inequities are addressed.
Review Results	
Intended Action Steps Please detail action steps to be completed in the	Based on the current program review and the 2024-2025 library services master plan, the intended action steps include: Enhance Library Accessibility & Equity

future based on this review with a timeline and/or anticipated dates.	• Ensure website and LibGuides are accessible (Ongoing, to be completed by Fall 2025) • Increase semester-long equipment checkouts (Ongoing, reviewed each semester) • Utilize Navigate service for targeted student outreach (Implementation in Fall 2025) Expand Library Instruction & Faculty Support • Offer more workshops for faculty on information literacy and AI/misinformation (Starting Fall 2025, continuing each semester) • Create additional Canvas modules for faculty to embed in online courses (Ongoing, new modules to be released in Spring 2026) • Embed a librarian into at least one online Composition II or Speech course (Pilot in Fall 2025, expansion in Spring 2026) Community Engagement & Advocacy • Host AI and misinformation literacy workshops for the community (Starting Fall 2025, ongoing) • Continue participation in regional librarian collaboration efforts (Annual events planned) • Increase outreach to developmental education courses (Integrated through committee work, full implementation by Spring 2026) • Move college yearbooks and archives to a digital format (Starting Spring 2025 and consistently adding more resources by Summer 2025) Library Infrastructure Improvements • Advocate for remodeling of the library (4th on Facilities Master Plan) (Ongoing, dependent on funding) • Address wireless printing issue (Work with ISS task force for implementation by Spring 2026) Technology & Innovation Initiatives • Expand Grammarly AI pilot to more students (Review in Fall 2025, potential full implementation in Fall 2026) • Assess database usage and adjust subscriptions to optimize student resources (Annual review, next in Summer 2025)
To what extent are action steps being implemented to	The action steps are being implemented to address equity gaps in the following ways: • The library plans to use the Navigate service to provide specific

address equity gaps, including racial equity gaps?	outreach to certain member groups, such as online composition students, to offer research help via Zoom. This aims to address equity gaps by providing targeted support to students who might not be able to come to campus for assistance. • The library is addressing inequities in instructional programs by providing resources like MiFis, Chromebooks, Dell laptops, and graphing calculators for student checkout. This ensures that students have access to the technology they need, regardless of their financial situation. • Librarians offer classroom library instruction and one-on-one research consultations for students who need extra help, providing additional support to students who may be struggling academically. • A librarian serves on the Inclusion, Diversity, and Equity Committee, advocating for policy and procedure changes at the college and department level to ensure inequities are addressed.
Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	The Library Services 2025 Program Review highlights the need for improvements in accessibility, faculty support, community engagement, infrastructure, and technology. Future modifications aim to enhance student access, expand instructional offerings, and promote greater community involvement. Key initiatives include updating library websites, offering more workshops, embedding librarians in online courses, improving library spaces, and integrating AI tools like Grammarly. These changes will ensure the library meets evolving student needs, supports faculty, and fosters a more inclusive and innovative learning environment.
Resources Needed	To fulfill the goals outlined in the Library Services 2025 Program Review and Master Plan, the following resources will be needed: Physical Infrastructure: • Funding for library remodeling, including new seating and lighting arrangements. • Technology upgrades for better wireless connectivity and printing services. Professional Development & Training: • Workshops and training for faculty on information literacy, AI, and misinformation. • Ongoing professional development for staff to stay current on best practices in library services. Institutional Support: • Collaboration with Institutional Support Services (ISS) for technical

	improvements, like wireless printing. • Support from institutional leadership to prioritize funding and resources for library enhancements. • Access to technology for expanding equipment checkouts, including laptops, tablets, and other devices. • Database subscriptions for optimizing student resources. • Funds to ensure current level of library staffing to provide quality services. These resources are critical to successfully implementing the planned initiatives and ensuring long-term sustainability.
Responsibility Who is responsible for completing or implementing the modifications?	Director of Library Services, Librarian, library staff

PRIOR REVIEW SUPPLEMENTAL INFORMATION

None to Report