2019-2020 Assessment Cycle
Assessment Findings

Finding per Measure

Fire Science Department Outcome Set

Outcome 2
Describe and distinguish building components and systems.

Performance Indicator: 2.3
Differentiate between the five major types of building construction to establish strategy tactics for incidents.

▼ **Measure:** Building Construction
Course level Direct - Exam

Details/Description:	In FIRE1290 students will be assessed on a written final examination. There are questions directly related to this performance indicator.
Acceptable Target:	75%
Ideal Target:	80%
Implementation Plan (timeline):	Spring 2020
Key/Responsible Personnel:	Instructor TBD

Summary of Findings:	Final examination pool questions were directly related to this outcome. The class average post test for the related question was 86%. (Six of seven students.)
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	None
Reflections/Notes:	I am pleased with this result, but would have been ecstatic had all students answered this correctly. Identification of building construction types is important for firefighter safety and effective strategy. So important that the same subtopic is covered in two other courses. But the issue we run in to is students are more interested in the actual fire attack, and less interested regarding some of these basics.

Outcome 5
Demonstrate the ability to design and present programs for fire-related issues.

Performance Indicator: 5.1
Analyze data to interpret community educational needs.

▼   **Measure:** Analyze data
          Course level Direct - Other

Details/Description:	In FIRE 1350 the students will receive instruction on how to obtain and interpret data for community fire and life safety educational needs, then apply this information in developing his/her personal

course scenario.

Acceptable Target:	70%
Ideal Target:	80%
Implementation Plan (timeline):	Fall 2019
Key/Responsible Personnel:	Lee Silvi

Findings for Analyze data

Summary of Findings:	For their course projects the students were "required" to obtain and interpret data, as they would if employed by a fire department or emergency management agency. All seemed to comprehend this basic foundation for developing an educational program.
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	N/A
Reflections/Notes:	Firefighters prefer to "put the wet stuff on the red stuff". But we need to ensure they also understand the need for public education and preventing fires and burn injuries.

Performance Indicator: 5.2
Recognize how demographics and culture affect community relations and programs.

▼ **Measure:** Demographics
Course level Direct - Other

Details/Description:	In FIRE 1350 the students will receive instruction on how demographics and culture affect community relations and public education programs. The student will use this information in developing his/her course project.
Acceptable Target:	70%
Ideal Target:	80%
Implementation Plan (timeline):	Fall 2019
Key/Responsible Personnel:	Lee Silvi

Findings for Demographics

Summary of Findings:	For their course projects the students the students were required to obtain such information, as if they were employed by a fire department or emergency management agency. Most seemed to understand the need to do so.
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	N/A
Reflections/Notes:	Firefighters prefer to "put the wet stuff on the red stuff". We need to ensure they also understand the need for cultural diversity in the delivery of fire, burn prevention, and other safety related programs.

Performance Indicator: 5.3
Analyze, develop, and present an audience specific presentation.

Measure: Analyze, Develop, and Present
Course level Direct - Other

Details/Description:	In FIRE 1350 the students will receive instruction on to how analyze, develop, and present an audience specific presentation. Through a course project, the instructor will evaluate each student's ability to achieve this objective
Acceptable Target:	70%
Ideal Target:	80%
Implementation Plan (timeline):	Fall 2019
Key/Responsible Personnel:	Lee Silvi

Findings for Analyze, Develop, and Present

Summary of Findings:	As part of a course project students were required to prepare an audio or video presentation to be graded. Project evaluation indicated every student that completed this project met this objective.
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	N/A
Reflections/Notes:	Effective presentation of fire, emergency, and safety related programs is an important part of a public safety professional's job.

Performance Indicator: 5.4
Demonstrate the ability to articulate and exchange ideas using multiple forms of expression.

Measure: Multiple forms of expression
Program level Direct - Other

Details/Description:	Students in FIRE 1350 are required to utilize the discussion forums, submit a written project, and submit an audio/video project for this course. These items will be used to assess this measure.
Acceptable Target:	70%
Ideal Target:	80%
Implementation Plan (timeline):	Fall 2019
Key/Responsible Personnel:	Lee Silvi

Findings for Multiple forms of expression

Summary of Findings:	As part of a course project students were required to articulate and exchange ideas in several ways. This included discussion forums, project design, and project presentation. All students achieved and most exceeded this requirement.
Results :	Acceptable Target Achievement: Exceeded; Ideal Target Achievement : Exceeded
Recommendations:	N/A
Reflections/Notes:	Effective communication and the exchange of ideas is an important part of a public safety professional's job.

Fire Technology (14030) - 2018 Review

60 Questions

Program Mission

1: Please provide mission statement in textbox below. If program does not have a mission statement, please indicate an action plan for development.

This review is for the **FIRE SCIENCE TECHNOLOGY** (9640) Program.

Fire Science Technology program Mission Statement:

To offer professional level education to meet personnel needs in the fields of fire science, fire fighting, fire prevention, and emergency management; to serve as a leader in advancing professionalism in those fields; and promote effective, efficient fire fighting and emergency management by designing and delivering high quality, initial and continuing education which will prepare pre-service and in-service firefighters for promotional opportunities.

2: The mission statement provided above has been added in the Progress Center and reflects all updates.
Yes

3: Does the mission statement support the college in achieving its mission and vision?
Yes

4: Comments, Recommendations, Areas for Improvement related to the mission statement

N/A

Program Statistical Trends (Part 1)

OVERALL FIVE YEAR ENROLLMENT DATA

View Definitions

OVERALL 5 YEAR ENROLLMENT DATA

	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
DECLARED MAJOR	71	53	48	43	41	-4.7%
NEW	16	8	11	8	10	25%

CONTINUING	38	24	11	23	16	-30.4%
RETURNING	12	7	15	15	5	-66.7%
TOTAL STUDENTS	66	39	37	46	31	-32.6%
TOTALCREDITS	391	177	222	255	196	-23.1%
FTE	13	6	7	9	7	-23.1%
INSTRUCTIONAL COST / FTE	6867.85	17720.35	13116.91	12753.77	13490.22	5.8%
CCP	0	0	0	0	1	N/A

TOTAL STUDENT TREND
TOTAL CREDITS TREND COMPARISON
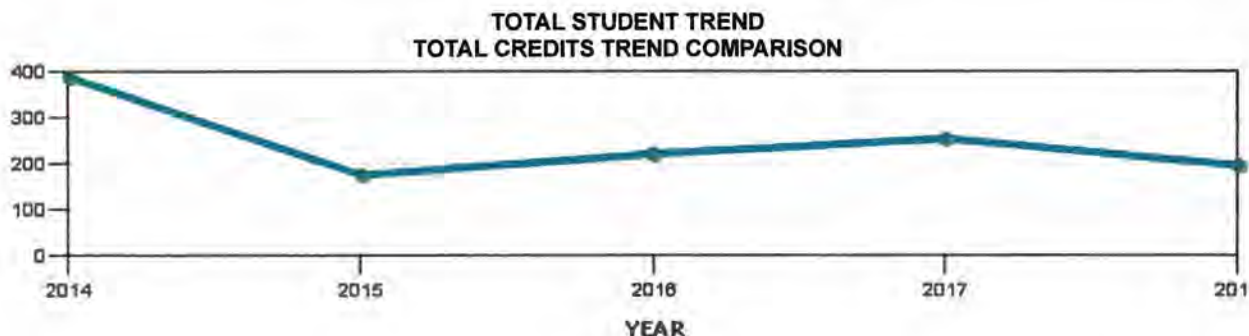
1: Comment on the overall enrollment trend for the program. Develop action plan as needed.

While the data indicates a recent drop in declared majors the data does not tell the full story.

Enrollment in many public safety programs statewide tends to be cyclical. The number of declared fire science majors therefore varies. Additionally, many years ago we added online courses which initially caused us to have a record number of declared majors. We have now seemingly leveled off to a similar number of declared majors as we had prior to starting online courses.

But it is also important to note that in most states nationwide enrollment dropped in public safety programs after the Great Recession. For a variety of reasons very few colleges or states have rebounded to the enrollment levels seen prior to that.

2: Comment on overall enrollment trends as related to program declared major. Refer to Lakeland Enrollment, Lakeland Enrollment By Course, and Graduate Trend reports as needed.

I am hopeful our latest cycle has bottomed out.   I believe with strong marketing we could see a gradual increase in declared majors. With significant improvement in enrollment I would like to see us return to the day/night flip-flop scheduling.

3: Programs with multiple degrees, discuss specific enrollment trends related to each individual program. Request specific data from Institutional Research as needed.

N/A

4: Please identify any plans to improve or expand your program not identified elsewhere.

There are no plans to expand the program.   In fact, we have cut costs over the past several years by cross listing courses with the Emergency Management program.

5: Describe Budget Needs. Develop action plan as need indicates.

Funds are needed to pay for program marketing. This could include paid advertisements in trade journals, web sites, and/or Facebook type of ads. As an example, when I log into Facebook or LinkedIn I received pop-up ads for other programs, asking if I want to earn a degree in a fire related field!

This same request was made in our first DAPR action plan ten years ago, and our second action five years ago, and funds were never received.   We are facing stiff competition from Tri-C and and at least a couple out of state online universities. One out-of-state university does not even hold regional accreditation but they have very strong marketing to public safety professionals.

**6: Discuss potential ways to decrease/contain costs.**

I believe by reducing CRNs, cross-listing CRNs, and elimination of most paid external memberships we have done all that we can at this time to reduce costs, without negatively affecting the programs. Our budget for office supplies, classroom supplies, and non-capital items has also been steadily reduced.

COURSE DATA

View Definitions

COURSE DATA						
	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
COURSES	12	11	8	9	8	-11.1%
SECTIONS	20	12	11	12	10	-16.7%
OTHER SECTIONS	0	0	0	0	0	N/A
CANCELLED	3	11	11	7	7	0%
AVGCLASSSIZE	7.3	4.9	7.3	8.3	7	-16%

COURSE DATA COMPARISON
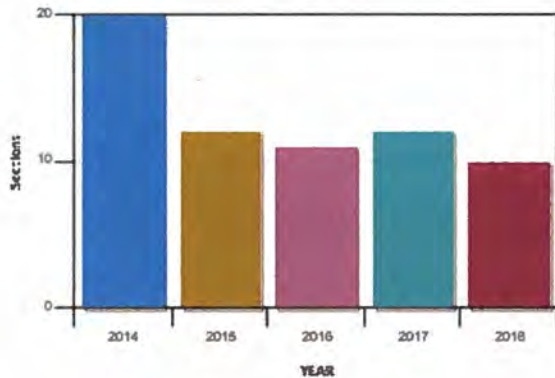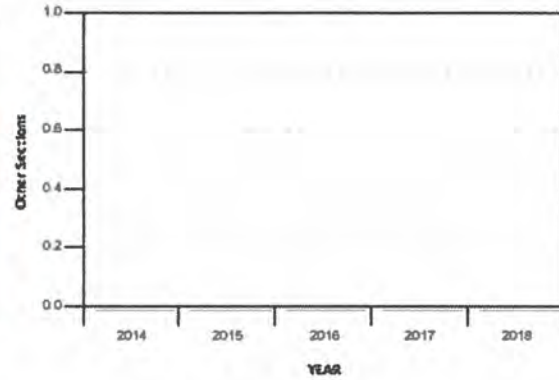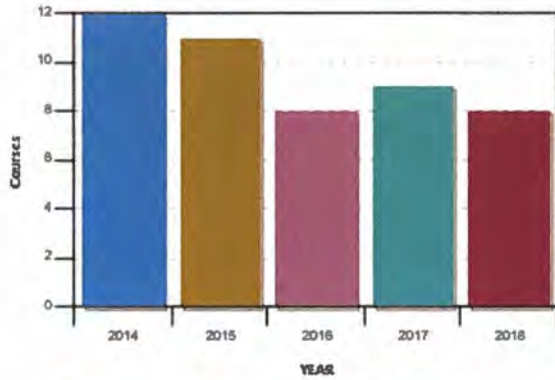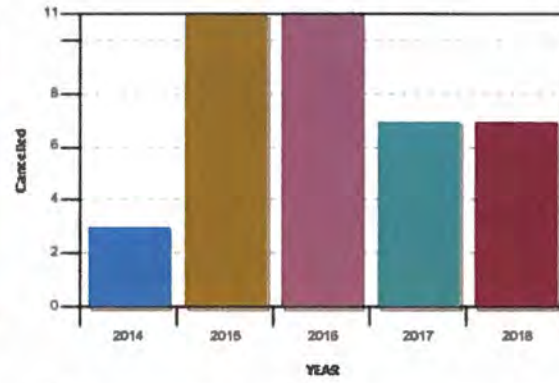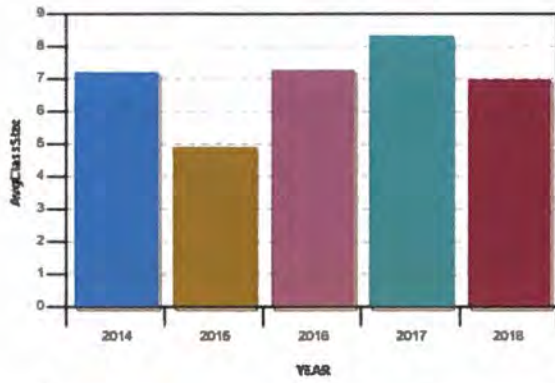
7: Comment on the Course Trends for the program. Develop action plan as needed.

Enrollment in many public safety programs statewide tends to be cyclical. I believe we have reached the bottom of the current cycle at this time.

Funds are needed to pay for program marketing. This could include paid advertisements in trade journals, web sites, and/or Facebook type of ads.

COURSES OVER 5 CREDITS (Federal Compliance)

No courses in the 2018 review cycle have more than 5 credits.

8: Based on the chart above, does your program include courses with 5 or more credits?
No

9: If you answered yes to the above question, provide a rationale for offering the course at the credit level shown, noting learning outcomes, measurements and evaluations. If no, enter N/A.

N/A

10: Is there a logical order to the progression of courses in your program?
Yes

11: Do students typically follow prescribed course sequencing throughout the program?
No

12: Does the course sequencing deliver short-term credentials that embed and ladder within the culminating degree?
Yes

13: Are students able to enter the program with "Credit for Prior Learning" awarded credit?
Yes

Program Statistical Trends (Part 2)

INSTRUCTIONAL DELIVERY METHODS

View Definitions

INSTRUCTIONAL DELIVERY METHODS

DAYTIME		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	6	1	2	2	2	0%
	SEATCOUNT	62	8	14	21	12	-42.9%
	CREDITS	143	15	39	48	36	-25%
	FTE	5	1	2	2	1	-50%
EVEWEEKEND		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	2	3	0	0	0	N/A
	SEATCOUNT	11	16	0	0	0	N/A
	CREDITS	28	37	0	0	0	N/A
	FTE	1	1	0	0	0	N/A
ONLINE		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
	SECTIONS	7	6	7	8	6	-25%
	SEATCOUNT	62	34	66	79	57	-27.8%
	CREDITS	142	76	153	152	120	-21.1%
	FTE	5	3	5	6	4	-33.3%
HYBRID		2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND

	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
SECTIONS	0	0	1	2	1	-50%
SEATCOUNT	0	0	0	0	0	N/A
CREDITS	0	0	0	-2	0	N/A
FTE	0	0	0	0	0	N/A

ADULT ACCELERATED DEGREE	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
SECTIONS	0	0	0	0	0	N/A
SEATCOUNT	0	0	0	0	0	N/A
CREDITS	0	0	0	0	0	N/A
FTE	0	0	0	0	0	N/A

OFFSITE	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
SECTIONS	0	0	0	0	0	N/A
SEATCOUNT	0	0	0	0	0	N/A
CREDITS	0	0	0	0	0	N/A
FTE	0	0	0	0	0	N/A

INSTRUCTIONAL DELIVERY METHOD
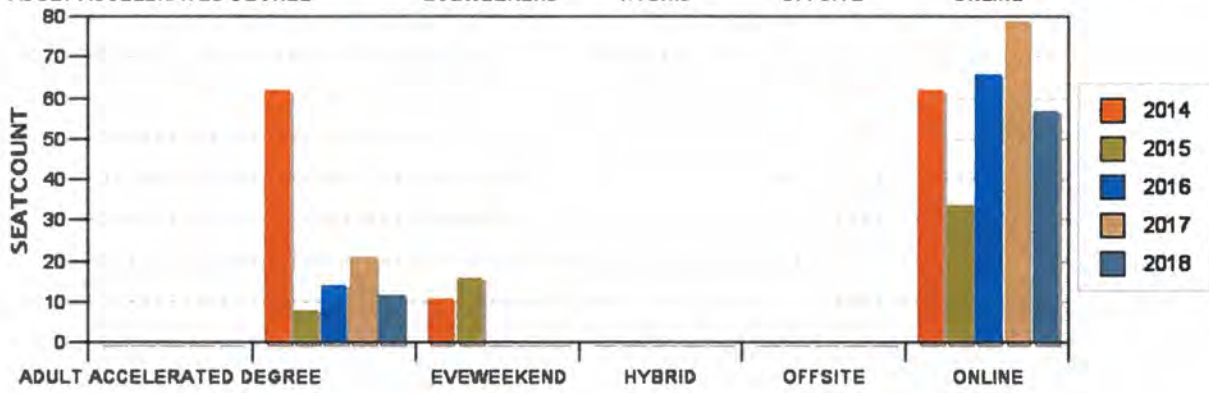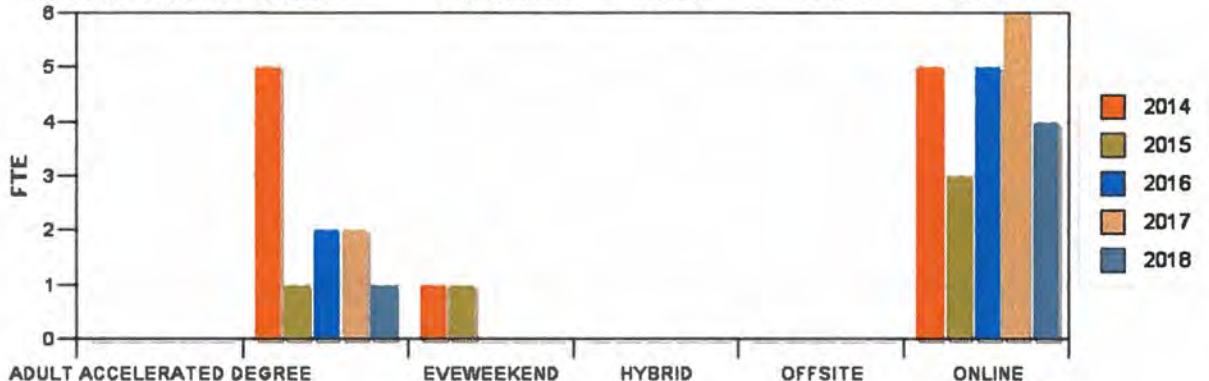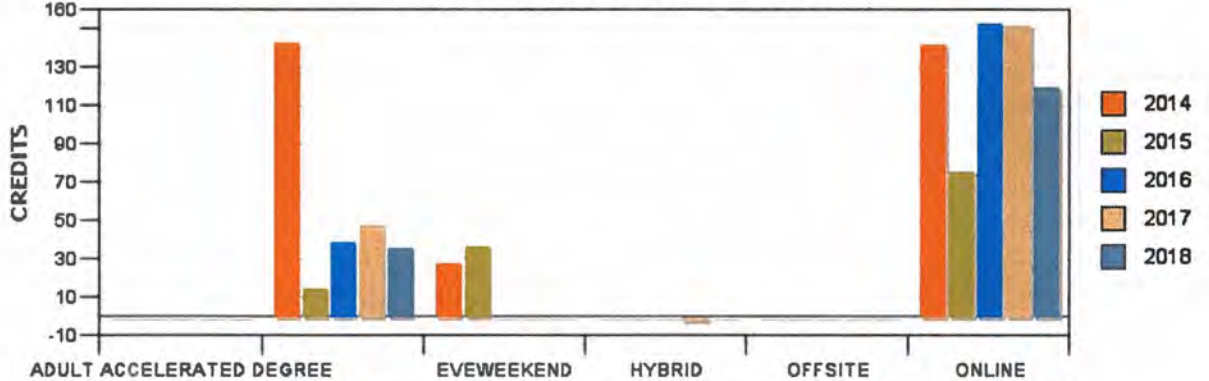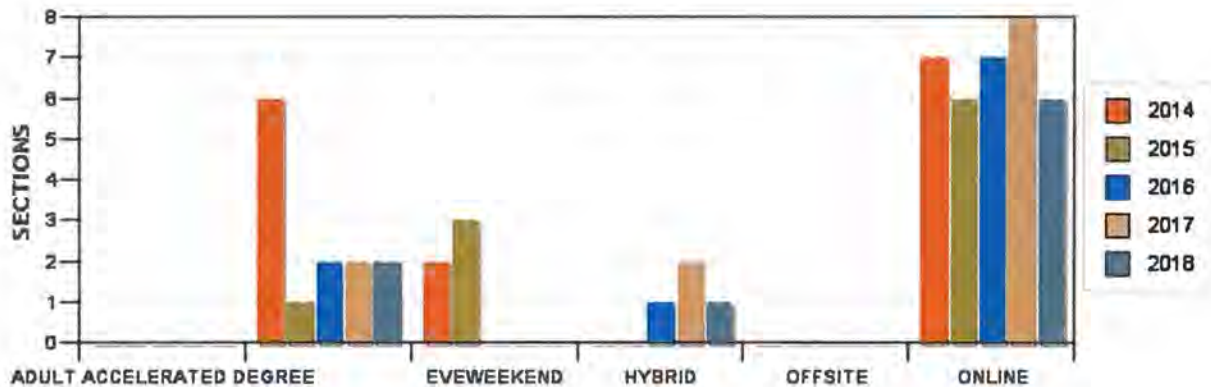
1: Please comment on the trends related to instructional delivery.

When we began offering all fire science courses online a few years ago we were the first in Ohio to do so. We knew at that time it would likely have a negative effect on night course offerings, and our suspicions held true. We have also cross-listed some courses with EMGT courses to reduce needed CRNs and instructional costs. We will continue to do so where we can, and research similar cost saving options.

In preparation for our March 2016 IFSAC site visit we surveyed our students to determine when and how we offer our core courses. The survey indicated the students overwhelmingly preferred one day a week course offerings and online course offerings.

EFFECTIVENESS OF INSTRUCTIONAL DELIVERY METHODS

2: Describe how effectiveness of delivery methods is assessed and describe what evaluation tools are used.

Effectiveness of delivery methods is assessed by use of quizzes, exams, projects , papers, and/or student course evaluations. All narrative comments are carefully read and given consideration for future course deliveries. In addition to the preceding, online courses utilize discussion boards and video clips as part of assessed case studies. Based on the feedback received from the students OnLine delivery appears to be effective. In fact, in some cases the grade point average of online fire science courses appears to be slightly higher than some daytime classroom courses.

3: Discuss action plan related to instructional delivery methods to meet student-learning needs.

I believe we could better meet the needs of active duty military and veterans nationwide through marketing, thus recruitment, of in and out of state active duty military and our veterans. This is addressed elsewhere in this report.

Other than that, no formal action plan is in place except review of student course evaluations and the survey mentioned in item 1. I believe we are meeting the needs of the students.

Program Statistical Trends (Part 3)

FIVE YEAR STUDENT PROFILE

5 YEAR STUDENT PROFILE

TOTAL STUDENTS	66	39	37	46	31	-32.6%
GENDER BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
F	6	7	3	7	6	-14.3%
M	60	32	34	39	25	-35.9%
AGE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
0-17	2	0	0	0	1	N/A
18-21	30	17	19	16	12	-25%
22-24	5	5	3	8	5	-37.5%
25-29	10	8	5	7	3	-57.1%
30-39	10	6	5	9	8	-11.1%
40+	9	3	5	6	2	-66.7%
Unknown	0	0	0	0	0	N/A
RACE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
American Indian/Alaska Native	0	0	0	0	0	N/A
Asian	0	0	0	0	0	N/A
Black/African American	3	2	5	4	1	-75%
Hispanic of any race	0	1	4	1	0	N/A
Native Hawaiian/Other Pacific	0	0	0	0	0	N/A
Nonresident Alien	0	0	0	0	0	N/A
Race and Ethnicity Unknown	2	0	1	2	0	N/A
Two or More Races	0	0	1	0	0	N/A
White	61	36	26	39	30	-23.1%

AGE BREAKDOWN COMPARISON
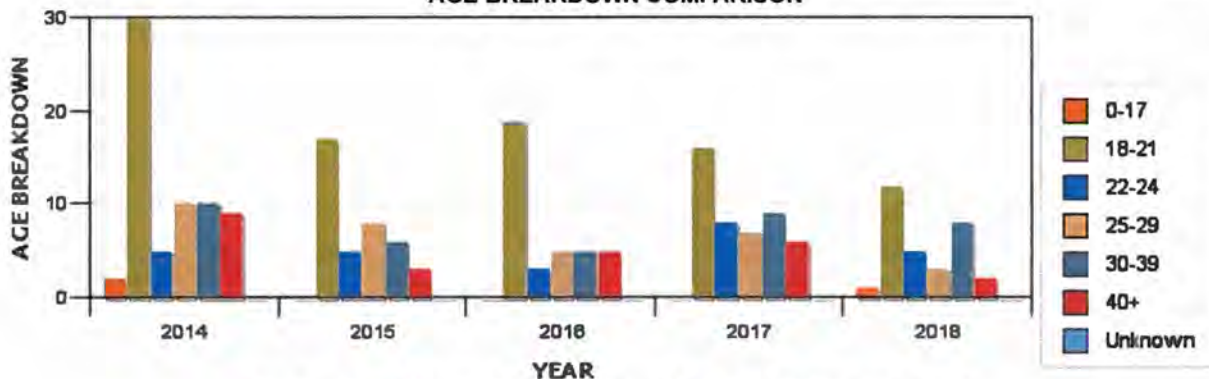
RACE BREAKDOWN COMPARISON / OVERALL STUDENT TREND
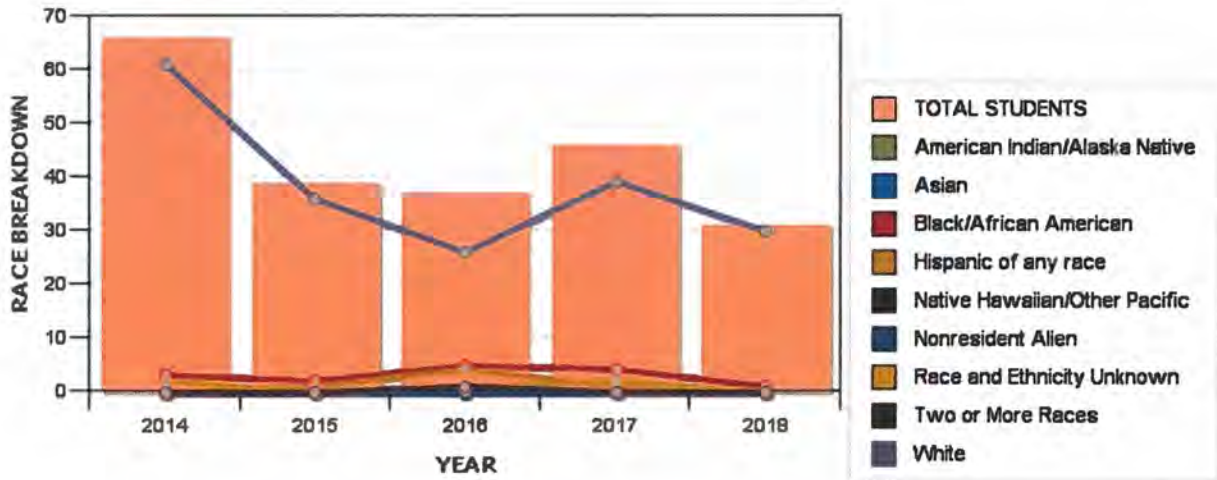
1: Discuss any trends that are noted in the profile, possible reasons for the pattern, and an action plan to discuss concerns.

The Fire Science Technology program had seen a substantial decrease in night enrollment due to the online fire
science courses we started offering a few years ago. Back then, in my original proposal to Dean Fye this was noted as an anticipated trade-off when we started the online courses.

Some of the peak enrollment data is skewed. There was a period of time that some students enrolled in online courses did so for financial aid, financial gain, or other reasons. This has an effect on grades, pass rate, and retention rates, among others. This was a major problem that has started to subside, but the students that did this had an effect on the program data.

FULL-TIME/PART-TIME STUDENT STATUS

View Definitions

5 YEAR STUDENT STATUS (FALL ENROLLMENT)

TOTAL STUDENTS	41	25	19	37	25	-32.4%
STATUS BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
FULLTIME	15 (37%)	9 (36%)	7 (37%)	12 (32%)	9 (36%)	-25%
PARTTIME	26 (63%)	16 (64%)	12 (63%)	25 (68%)	16 (64%)	-36%

OVERALL STUDENT ENROLLMENT TREND (FALL)

5 YEAR STUDENT STATUS (SPRING ENROLLMENT)

TOTAL STUDENTS	42	19	27	22	16	-27.3%
STATUS BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
FULLTIME	18	6	12	4	6	50%
PARTTIME	24	13	15	18	10	-44.4%

OVERALL STUDENT ENROLLMENT TREND (SPRING)
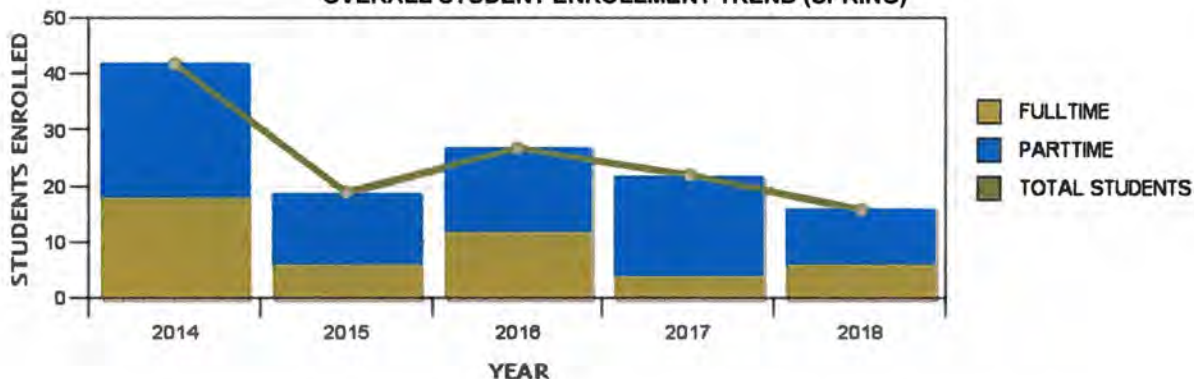
2: Discuss any trends that are noted in the full-time/part-time student status, possible reasons for the pattern, and an action plan to discuss concerns.

Enrollment in the program varies slightly each year, but the ratio of full to part-time student headcount in the Fire Science program is relatively steady. This growth for both "was" up, due in part to the addition of online courses. But this is especially true with the addition of OnLine courses for in-service students.

It must be remembered that we are a community college, and many of our fire science students work full time. Some take ten years or more to complete their degree due to work, family, study for departmental promotions, and time off to complete state certification courses we do not offer at Lakeland.

FIVE YEAR GRADUATE PROFILE

5 YEAR DEGREE GRADUATE PROFILE

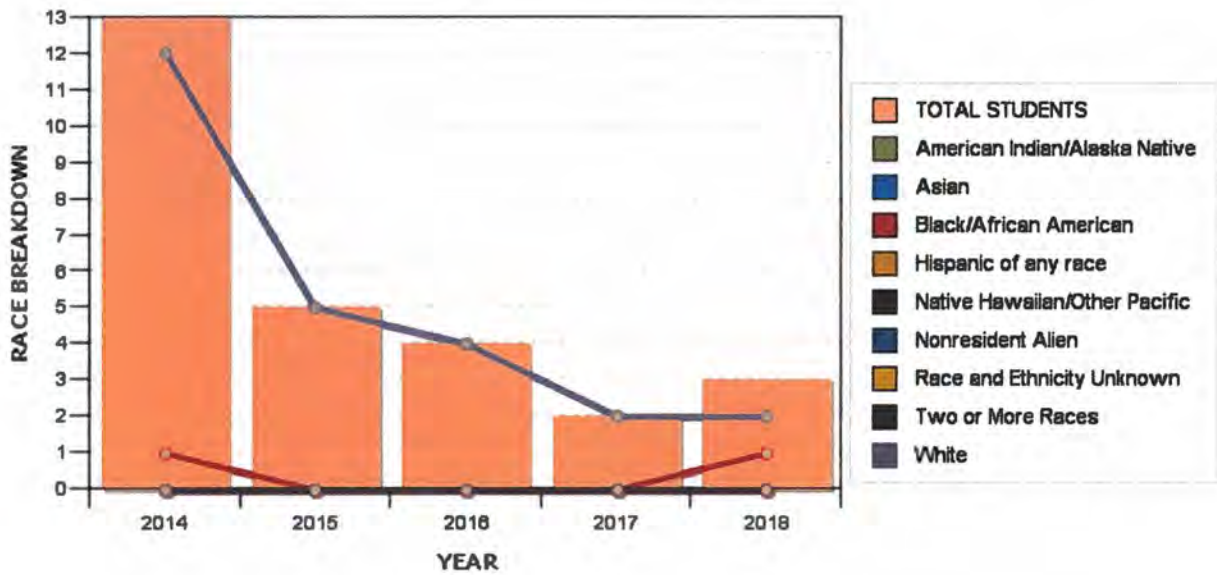|						
TOTAL STUDENTS	13	5	4	2	3	50%
GENDER BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
F	0	0	1	0	1	N/A
M	13	5	3	2	2	0%

AGE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
0-17	0	0	0	0	0	N/A
18-21	1	0	0	0	1	N/A
22-24	1	0	0	1	0	N/A
25-29	2	3	2	1	1	0%
30-39	3	2	1	0	1	N/A
40+	6	0	1	0	0	N/A
Unknown	0	0	0	0	0	N/A

RACE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
American Indian/Alaska Native	0	0	0	0	0	N/A
Asian	0	0	0	0	0	N/A
Black/African American	1	0	0	0	1	N/A
Hispanic of any race	0	0	0	0	0	N/A
Native Hawaiian/Other Pacific	0	0	0	0	0	N/A
Nonresident Alien	0	0	0	0	0	N/A
Race and Ethnicity Unknown	0	0	0	0	0	N/A
Two or More Races	0	0	0	0	0	N/A
White	12	5	4	2	2	0%

AGE BREAKDOWN COMPARISON
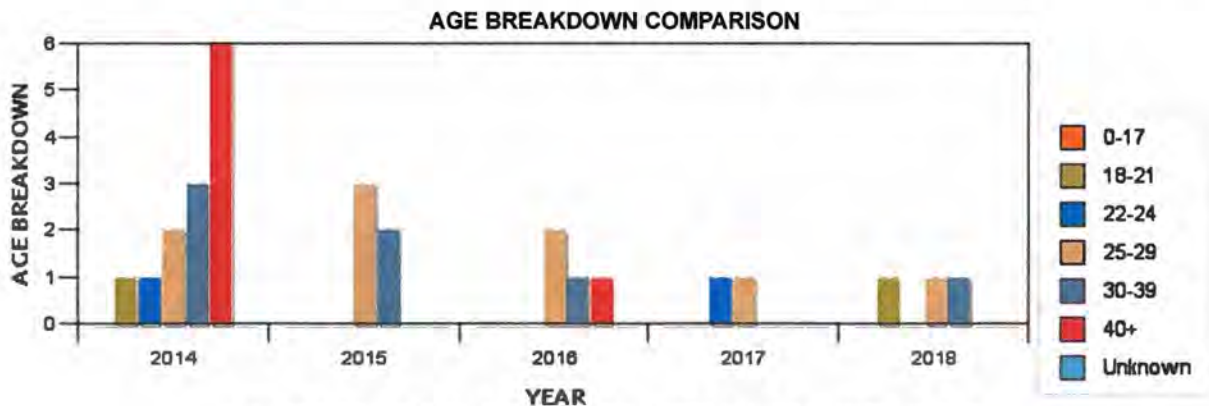
RACE BREAKDOWN COMPARISON / OVERALL GRADUATE TREND

5 YEAR CERTIFICATE GRADUATE PROFILE

	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
TOTAL STUDENTS	1	0	2	0	0	N/A
GENDER BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
F	0	0	0	0	0	N/A
M	1	0	2	0	0	N/A
AGE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
0-17	0	0	0	0	0	N/A
18-21	0	0	0	0	0	N/A
22-24	0	0	0	0	0	N/A
25-29	0	0	0	0	0	N/A
30-39	0	0	2	0	0	N/A
40+	1	0	0	0	0	N/A
Unknown	0	0	0	0	0	N/A
RACE BREAKDOWN	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
American Indian/Alaska Native	0	0	0	0	0	N/A
Asian	0	0	0	0	0	N/A
Black/African American	0	0	0	0	0	N/A
Hispanic of any race	0	0	0	0	0	N/A
Native Hawaiian/Other Pacific	0	0	0	0	0	N/A
Nonresident Alien	0	0	0	0	0	N/A
Race and Ethnicity Unknown	0	0	0	0	0	N/A
Two or More Races	0	0	0	0	0	N/A
White	1	0	2	0	0	N/A

AGE BREAKDOWN COMPARISON

Legend:
- 0-17
- 18-21
- 22-24
- 25-29
- 30-39
- 40+
- Unknown

RACE BREAKDOWN COMPARISON / OVERALL GRADUATE TREND

Legend:
- TOTAL STUDENTS
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic of any race
- Native Hawaiian/Other Pacific
- Nonresident Alien
- Race and Ethnicity Unknown
- Two or More Races
- White
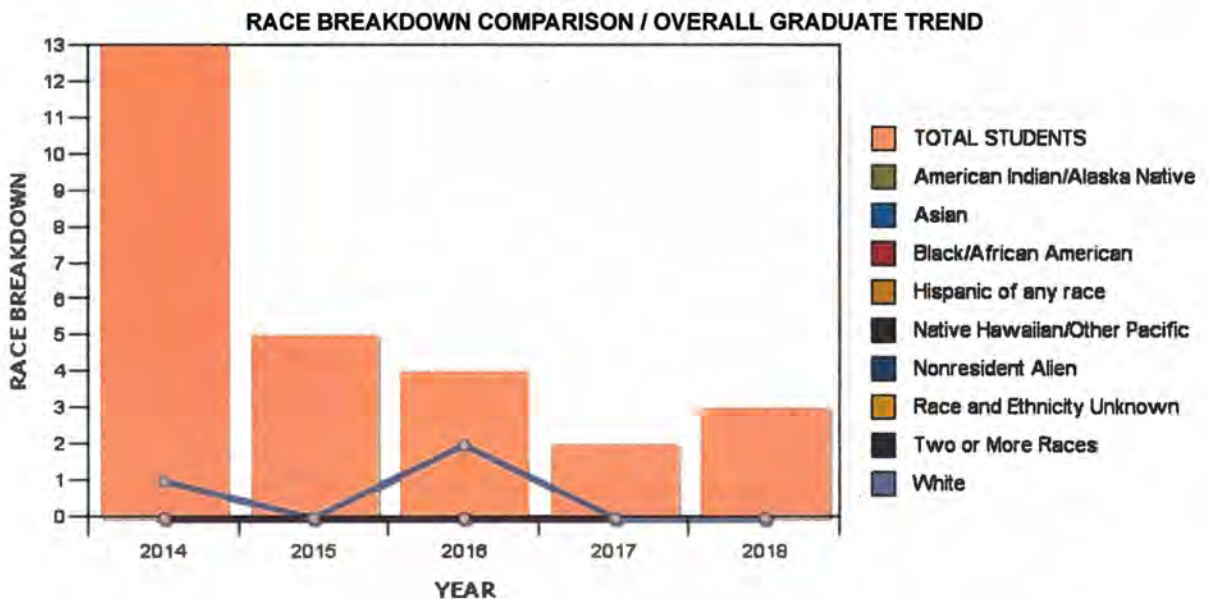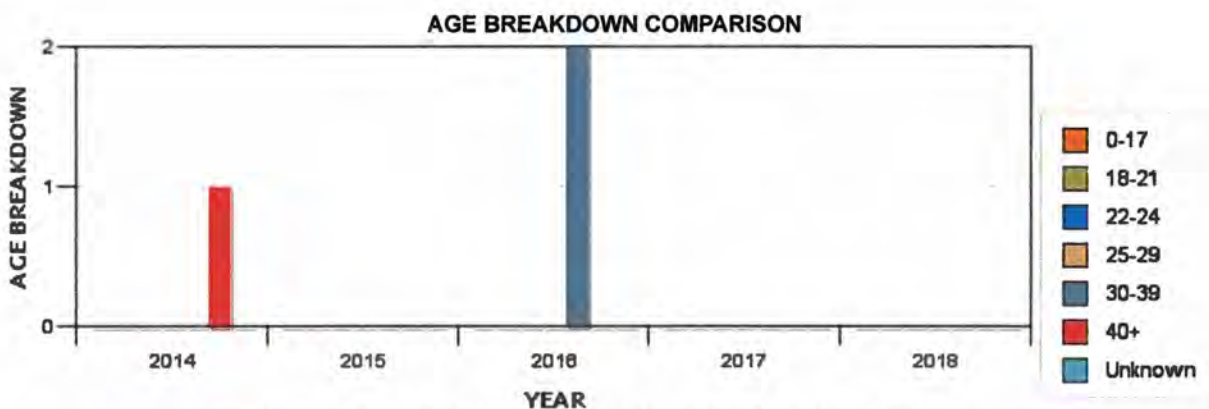
View Definitions

IPEDS GRADUATE DATA

Important Note: IPEDS Graduate data for the 2018 review year will not reflect the same 5 year span as DAPR data for the given review year.

IPEDS Graduate Data (PDF)

3: Comment on graduation trends and, if applicable, certificate trends.

Our peak variable enrollment leads to a spikes and lows in students graduating. Interestingly the current five-year cycle is not much different from our precious two DAPR reports.

A majority of the pre-service students seeking jobs are white male, and a large percentage of the in-service firefighters in our service area are also white male. Therefore, a large percentage of our graduates are white male. Thus it naturally leads to a high percentage of our graduates as same. As more females and minorities enter the field we expect this to change.

The age of our student population varies, thus the ages of the graduates. Some of our students take ten or more years to graduate. (At least one current student is nearing retirement, but completing his

degree for his "second career".

In-service firefighters often find attendance requirements a barrier to finishing their general education courses, so any of them complete most, if not all fire science courses but do not finish their degree. Fire departments have minimum staffing requirements, so firefighters cannot always get off work to attend class. Firefighters may even have approved time off canceled literally at the last minute. The addition of OnLine general education courses college-wide has helped somewhat.

Additionally, we now permit course substitutions for general education courses if the required course is not available online. Examples include course substitutions for Chemistry and Photography. We are also quite flexible on other Gened requirements.

4: Discuss graduation numbers as they compare to overall program enrollment. Discuss factors. Refer to Lakeland Enrollment, Lakeland Enrollment By Course, and Graduate Trend reports as needed.

Our graduation trends have been cyclical in a pattern similar to the program enrollment. If enrollment is up, the number of graduates trends up two to four years later.

5: Reflect on patterns noted in demographics of graduating students. Develop action plan for areas of concern.

Until recent decades firefighters in this area of the state tended to be white male. Females tended to feel excluded from the profession, thus did not enroll in fire science courses. As this hiring pattern changes, so will our enrollment.

6: Please indicate what methods you use to track students post Lakeland, specifically related to transfer (this can be a graduate follow-up survey)

Primarily graduate surveys, such as the one we did prior to the IFSAC site visit, are used. But since I know many graduates personally, I often hear back from them. It should be noted that a number of our students arrive here already having earned a degree and complete only the fire science courses. Others see no need to go beyond an Associate's Degree but are encouraged to do so. Finally, transfer opportunities in this area are somewhat new but slowly expanding

7: Please cite specific transfer data if available; if no program data is available, please contact the Office of Institutional Research for availability of data.

See the previous question response. Additionally, those students that do go on often seem to select Cleveland State University, along with Franklin University, the University of Akron, and the University of Cincinnati (not necessarily in that order.). More recently Bowling Green has added a transfer program. I have personal contact with the program directors at all of the preceding, except Franklin.

I would like to see data on students that transferred without obtaining a Lakeland degree, and pursue those students to obtain their Lakeland degree in reverse.

8: Please indicate what methods you use to track student post Lakeland, specifically related to employment in jobs which require the application of knowledge and skills attained in the program (this can be a graduate follow-up or employer survey).

We use graduate surveys.

But it is important to note that many graduates go on to work for agencies that have civil service entrance examinations, therefore we cannot "place" them in careers. Instead, most must go through the civil service (merit system) process.

9: Please cite specific data if available; if no program data is available, please contact the Office of Institutional Research for availability of data.

See previous comment, in #8, above.

10: Discuss five year trends related to licensure, certification or registry. Please list specific data for each year. List action plan as necessary.

As previously stated, not much has changed in the fire service in this area in a two decades or more.

Degrees are encouraged but often not mandatory. An increasing number of communities award bonus points on an exam for those that do have degrees. Ohio is a strong home-rule state, so it is up to each community to set their own requirements.

11: Refer to the rate and trends data provided in the IPEDS Graduate Data report section, if no IPEDS report is available for your program then answer the following question based on graduate degree/certificate data provided in DAPR. Are trends above or below the Lakeland Community College graduation rate average? Develop action plan for areas of concern.

As previously stated,Not much has changed in the fire service in this area in a two decades or more. Degrees are encouraged but often not mandatory. An increasing number of communities award bonus points on an

exam for those that do have degrees. Since Ohio has "home rule" I can not develop a plan for something I can not control.

FACULTY DATA

View Definitions

FACULTY DATA (SU, FA, SP)

COUNT	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
Program Full-Time	1	1	1	1	1	0%
Part-Time	6	6	3	4	1	-75%
Other Full-Time	0	0	0	0	0	N/A
Total	7	7	4	5	2	-60%
CREDITS	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
Program Full-Time	85 (26%)	26 (20%)	89 (46%)	127 (64%)	116 (73%)	-8.7%
Part-Time	247 (74%)	104 (80%)	103 (54%)	71 (36%)	42 (27%)	-40.8%
Other Full-Time	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
SECTIONS	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
Program Full-Time	5 (23%)	3 (25%)	7 (64%)	7 (58%)	8 (80%)	14.3%
Part-Time	16 (78%)	9 (75%)	4 (36%)	4 (33%)	2 (20%)	-50%
Other Full-Time	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	N/A
Other	0 (0%)	0 (0%)	0 (0%)	1 (8%)	0 (0%)	N/A

12: Discuss faculty trends as they relate to program review and effectiveness. Describe action plan as needed.

I am continuously seeking input from part-time faculty and students regarding this topic, and implement suggestions whenever and wherever I can. I probably communicate more with my part time faculty that most other program directors at this college.

13: Describe processes that are in place to ensure instructors (full and part-time) work cooperatively to deliver a quality program and cohesive curriculum?

The short answer is "they will", or I do not invite them back. I keep in contact with my part-time faculty by memo, email, phone, and/or in person as needed and as applicable.

Back when we had day and night classes, If a different instructor taught a day or online and night class of the same course they are required to "touch base" weekly to make sure they are at the same point in the course. They must also use the same syllabi, text, lesson plans, and assessments. Past this they are afforded all academic freedom one would expect.   If we someday resume the flip/flop scheduling this will continue to be a requirement.

14: Describe how coordination of faculty occurs in the program. Develop an action plan as needed.

See the previous response. I am the only full time faculty and have never had one of my part-time faculty complain I don't communicate enough!

Assessment of Student Learning (Part 1)

PROGRESS CENTER DATA ANALYSIS, SECTION "1 DEPT/PROGRAM STUDENT LEARNING OUTCOME ASSESSMENT"

1: Provide a list of your program student learning outcomes. Review the outcomes to determine whether they are still relevant, or if they need to be modified.

Our outcomes are assessed within the context of our higher level courses. These outcomes remain relevant and we will continue using them to measure student success.

1. Articulate the five areas of the National Incident Management System (NIMS): 1.1 Define and give examples of preparedness.   1.2 Define and give examples of communications and information management.   1.3 Define and give examples of resource management.   1.4 Define and give examples of command and management.   1.5 Define and give examples of ongoing maintenance.

2. Describe and distinguish building components and systems: 2.1 Identify various fire alarm systems. 2.2 Identify the major components of various types of fire alarm systems. 2.3 Differentiate between the fire major types of building construction to establish tactics for incidents.

3. Choose appropriate strategy, tactics, and methods to successfully manage emergency incidents: 3.1 List strategic goals in priority order for various types of incidents. 3.2 Analyze and select the appropriate tactics and methods to achieve strategic goals.

4. Demonstrate and exhibit an understanding of the profession of the fire service: 4.1 Demonstrate and exhibit an understanding of the fire service profession.   4.2 Exhibit the characteristics of a fire service professional.   4.3 Analyze current issues and develop appropriate solutions that impact the fire service professional.   4.4 Articulate why "Everyone Goes Home" is important to firefighter safety and survival.   4.5 Explain and demonstrate the characteristics of a fire service manager or administrator.

5. Demonstrate the ability to design and present programs for fire-related issues: 5.1 Analyze data to interpret community educational needs. 5.2 Recognize how demographics and culture affect community relations and programs. 5.3 Analyze, develop, and present an audience specific presentation. 5.4 Demonstrate the ability to articulate and exchange ideas using multiple forms of expression.

It is often said the fire service "has 100 years or tradition, unimpeded by progress". As not much has changed it seems our outcomes remain current and relevant.

2: Based on the data results from Progress Center, list the program student learning outcomes for which target achievement levels were met. Describe the factors that contributed to achievement of target levels. Please include data from Progress Center to support your five year findings.

For all assessed items the target levels were met or exceeded as noted. Some items fall in our current assessment cycle.

1. Articulate the five areas of the National Incident Management System (NIMS):

1.1 Define and give examples of preparedness. This is being assessed during AY2018-2019.

1.2 Define and give examples of communications and information management. This is being assessed during AY2018-2019.

1.3 Define and give examples of resource management. AY2016-2017 the target achievement was exceeded, as 81.25% of the class was able to define and give examples of resource management. This is being reassessed during AY2018-2019.

1.4 Define and give examples of command and management. AY2016-2017 the target achievement was exceeded, as 90% of the class was able to define and give examples of command and management. This is being reassessed during AY2018-2019.

1.5 Define and give examples of ongoing maintenance. This is being assessed during the AY2018-2019.

2. Describe and distinguish building components and systems:

2.1 Identify various fire alarm systems. AY2016-2017 the target achievement was exceeded, as 81.25% of the class was able to identify various fire alarm systems. This is being reassessed during AY2018-2019.

2.2 Identify the major components of various types of fire alarm systems. AY2016-2017 the target achievement was exceeded, as 81.25% of the class was able to identify the major components. This is being reassessed during AY2018-2019.

2.3 Differentiate between the fire major types of building construction to establish tactics for incidents. AY2013-2014 the target achievement was exceeded, as 85% of the class was able to differentiate these five types. Similar results were achieved in AY2015-2016 and 2017-2018.

3. Choose appropriate strategy, tactics, and methods to successfully manage emergency incidents.

3.1 List strategic goals in priority order for various types of incidents. AY2015-2016 the target achievement was exceeded, as 86% of the class was able to list strategic goals in priority order. Similar results were achieved in AY2016-2017 and 2017-2018.

3.2 Analyze and select the appropriate tactics and methods to achieve strategic goals. AY2013-2014 the target achievement was exceeded, as 87% of the class was able to analyze and select the tactics. In AY2015-2016, 2016-2017, and 2017-2018 the target achievement was also exceeded.

4. Demonstrate and exhibit an understanding of the profession of the fire service:

4.1 Demonstrate and exhibit an understanding of the fire service profession. This is being assessed during AY2018-2019.

4.2 Exhibit the characteristics of a fire service professional. AY2014-2015 the class that was to be used for this was canceled due to low enrollment.

4.3 Analyze current issues and develop appropriate solutions that impact the fire service professional. AY2013-2014 the target achievement was exceeded, as 78% of the class was able to accomplish this.

AY2014-2015 the class that was to be used for this was canceled due to low enrollment. This is being reassessed during AY2018-2019.

4.4 Articulate why "Everyone Goes Home" is important to firefighter safety and survival.   In AY2014-2015 and 2016-2017 the target achievement was exceeded, as close to 100% of the class was able to accomplish this. This is being reassessed during AY2018-2019.

4.5 Explain and demonstrate the characteristics of a fire service manager or administrator.   AY2013-2014 and 2016-2017 the target achievement was exceeded, as more than 80% of the class was able to explain and demonstrate these characteristics. This is being reassessed during AY2018-2019.

5. Demonstrate the ability to design and present programs for fire-related issues:

5.1   Analyze data to interpret community educational needs. AY2014-2015 the target achievement was exceeded, as most of the class was able to analyze data as a required portion of the course project. AY2015-2016 the target achievement was exceeded, as 92% of the class was able to accomplish this.

5.2 Recognize how demographics and culture affect community relations and programs.   AY2014-2015 the target achievement was exceeded, as most of the class was able recognize the importance of demographics and culture. AY2015-2016 the target achievement was exceeded, as 90% of the class was able to accomplish this.

5.3 Analyze, develop, and present an audience specific presentation. AY2014-2015 the target achievement was exceeded, as all of the students were required to analyze, develop, and present to an audience. AY2015-2016 the target achievement was exceeded, as 90% of the class was able to accomplish this.

5.4 Demonstrate the ability to articulate and exchange ideas using multiple forms of expression. This will being assessed during AY2020-2021.

3: Based on the data results from Progress Center, list the program student learning outcomes for which target achievement levels were NOT met. Describe the factors that may have contributed to below-target achievement. Please include data from Progress Center to support your five year findings.

All assessed outcomes have been met.

The factors that lead to the target levels being achieved (or exceeded in many cases) include a sound curriculum and quality instruction.

4: Based on the data results from Progress Center and reflections in Progress Center Assessment Results, briefly describe how you will use the results to guide future assessment of the program student learning outcomes. For each outcome, state whether curricular/pedagogical changes are needed or not. Briefly describe changes that have occurred or will occur as a result of evidence found in the assessment of your program student learning outcomes.

No changes have occurred or are anticipated. When we originally established the outcomes and performance indicators were spent a great deal of time in our design process. This included extensive input from our advisory committee and faculty.

All of the assessed outcomes have been met or exceeded since 2013-2014. But we will continue to evaluate, and where necessary implement or update our courses and program as need to remain on of the best in the country.

PROGRESS CENTER DATA ANALYSIS, SECTION "3 LAKELAND STUDENT LEARNING OUTCOME ASSESSMENT"

5: Based on the data results from Progress Center, list the Lakeland Learning Outcomes for which target achievement levels were met. Describe the factors that contributed to achievement of target levels. Please include data from Progress Center to support your five year findings.

For the evaluated courses, the target was met or achieved for the following, but please note the data for these outcomes were usually jointly assessed using second year Emergency Management and Fire Science courses. These courses are often cross-listed and cross-counted at Lakeland.

Thinks Critically (2013-2014 and 2014-2015)

The critical thinker uses reason, ingenuity, and knowledge to examine relevant issues or ideas and solve problems.

2013-2014 100% of the four students met the milestone or capstone achievement level. Mostly this was

        at the capstone level.

2014-2015 100% of the two students met the milestone or capstone achievement level. Mostly this was

        at the capstone level.

Communicates Clearly (2015-2016)

The effective communicator demonstrates the ability to articulate and exchange ideas using multiple forms of expression

    2015-2016 100% of the two students met the capstone achievement level.

Uses Information Effectively (2016-2017)

The 21st century learner accesses and manages reliable information effectively and responsibly.

2016-2017 100% of the six students met the milestone or capstone achievement level. More often than

        not this was at the capstone level.

Interacts in Diverse Environments (2017-2018)

The responsible citizen develops awareness of the diversity of human experience, understanding and responding to interpersonal, historical, cultural, and global contexts.

2017-2018 100% of the students met the milestone or capstone achievement level. More often than

        not this was at the capstone level.

6: Based on the data results from Progress Center, list the Lakeland Learning Outcomes for which target achievement levels were NOT met. Describe the factors that contributed to achievement of target levels. Please include data from Progress Center to support your five year findings.

All assessed outcomes were met. These results are included in #5, above.

Factors contributing to our achievement include, but are not limited to, mandatory research and course projects, case studies, class organization, and use of an extensive support network.

7: Based on the data results from Progress Center and reflections in Progress Center Assessment Results, briefly describe how you will use the results to guide future assessment of the Lakeland Learning Outcomes. For each outcome, state whether curricular/pedagogical changes are needed or not. Briefly describe changes that have occurred or will occur as a result of evidence found in the assessment of your program student learning outcomes.

I am not aware of any needed changes. For all courses evaluated, the outcomes have been met, and in most cases exceeded, the target.

Assessment of Student Learning (Part 2)

GPA DATA

GPABYCOURSE	2013/14	2014/15	2015/16	2016/17	2017/18	1 YR TREND
FIRE1100	2.19	2.36	1.73	2.44	3.43	40.6%
FIRE1120	2.63	4	2.42	--	3	N/A
FIRE1170	1.2	1.86	--	2.62	--	N/A
FIRE1260	2.74	2.83	2.44	--	2.55	N/A
FIRE1290	2.94	2.25	2.74	--	2.9	N/A
FIRE1350	2.57	1.67	3	--	3	N/A
FIRE2200	--	2.57	--	3.33	--	N/A
FIRE2205	--	--	--	2.71	--	N/A
FIRE2210	2.74	--	3.29	--	3.22	N/A
FIRE2280	--	2.86	--	2.84	--	N/A
FIRE2330	3	3.33	--	3.33	--	N/A
FIRE2340	2.93	--	1.71	--	2.88	N/A
FIRE2380	4	3.5	--	3.27	--	N/A
FIRE2390	4	--	--	--	4	N/A
FIRE2490	3	--	--	3.14	--	N/A
GPAAVG	**2013/14**	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**1 YR TREND**
ALL	2.67	2.51	2.46	2.88	2.99	3.8%

C	15%	13%	13%	16%	17%	2%
D	8%	7%	5%	1%	4%	301%
F	3%	7%	7%	3%	4%	33.7%
S	--	--	--	--	--	N/A
U	--	--	--	--	--	N/A
W	5%	9%	4%	4%	8%	99.7%
AW	2%	3%	1%	--	3%	N/A
FNA	7%	4%	13%	8%	--	N/A
UNA	--	--	--	--	--	N/A
OTHER	1%	0%	1%	1%	0%	N/A

GRADE DISTRIBUTION COMPARISON BY YEAR (%)
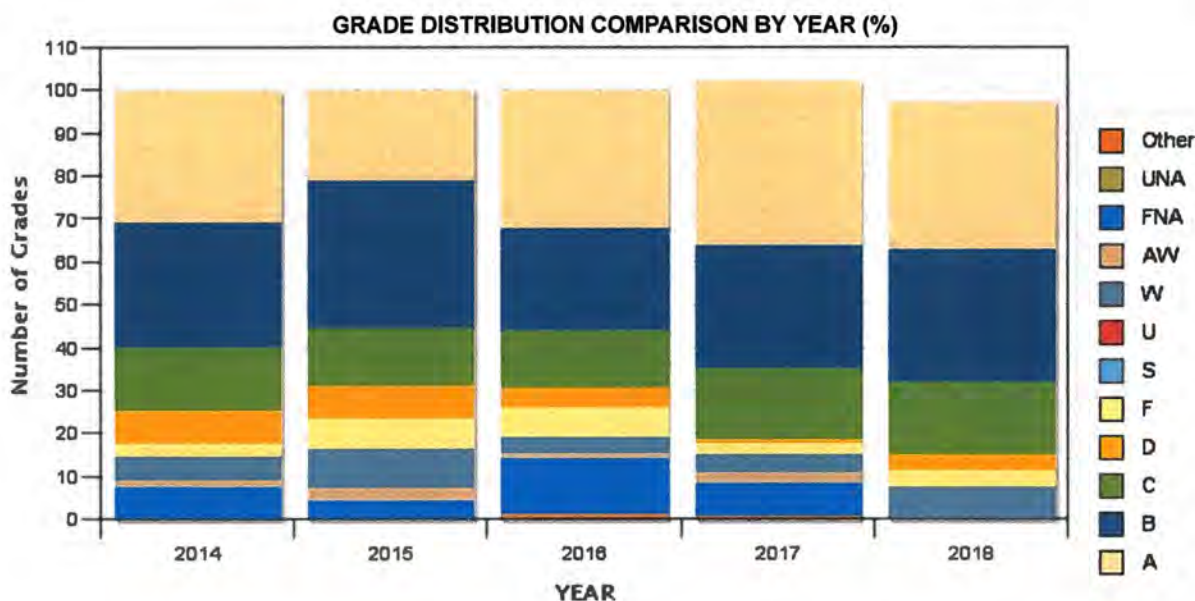
1: Discuss trends seen in grades. Please make specific comments about course grades that show high failure or withdrawal rates.

The grade point average in Fire Science Technology courses has remained somewhat stable over a five year period, with the exception of FIRE1000 Introduction to Fire Science and FIRE 2490 Fire Service Problem Analysis and Solution.

For FIRE 1100, part of this is due to students who discontinue attending but fail to withdraw from the course. Withdrawal procedures are discussed in class the first day. and clearly identified in the syllabus.

In the case of FIRE 2490 we have seen an increase of pre-service students opting into this capstone course in lieu of FIRE 2390, which causes a decrease in the overall grades in FIRE 2490 as some of these students would have better benefited from FIRE 2390.

Please note that the one year trend is not always accurate. Most courses are offered every other year on a rotating basis. If a student needs a specific course to graduate we will accommodate that student. But sometimes the student will fail the course, making it look like we had a sizeable grade point average drop. In other cases that single student may earn an "A", but when compared to a full class the next academic year is makes it appear the full class GPA dropped as compared to the previous year as we are not comparing "apples to apples". Therefore "the data" can in some cases be very misleading! Since our courses are offered every other year on a rotating basis GPA trend also does not take into account the difficulty of the courses that are being compared from one year to the next. These are just three examples. There are other cases where the

one year trend is skewed due to similar situations.

STUDENT SATISFACTION WITH EDUCATION AT LAKELAND.

2: Based on graduate survey data, reflect on student satisfaction with their education. Reflect on trends and necessary actions. (Graduate survey data added as part of the standard package of supplemental materials)

Based on the most recent comprehensive graduate surveys (IFSAC) (2016) there did not appear to be any complaints about the program nor suggestions for improvement. We also receive many positive comments about the courses and program in student evaluations every semester.

LABOR MARKET

3: Please review data from the Bureau of Labor Statistics (http://www.bls.gov/oes/) on present and future employment opportunities in the occupational area for graduates and summarize your findings.

The BLS statistics for this field are vague in that the statistics blanket more than one specialty area. But it appears the careers in fire service related fields is expected to grow by 7% between 2016 and 2026.

4: Describe action plan if labor market is changing.

Very Gradually, fire departments are starting to award bonus points on entry exams for those holding a degree. We need funds to allow for better program level marketing to attrack these students that might go to one of the colleges that already heavily advertise.

COURSE ENROLLMENT TRENDS

5: Comment on enrollment trends as related to individual courses. Include possible reasons for the pattern and an action plan for any concerns.

Our general enrollment seems to have leveled off.

Marketing is an issue. Even our bulletin board on the third floor has not been replaced since the remodeling of the 3-B hallway! (There were two empty bulletin boards in the 2-B hallway. Are any of those available for our use?)

6: Review courses with zero (0) enrollment for over five (5) years in your program. Discuss the trends and develop an action item to delete or reactivate course(s).

The only courses with zero enrollment are those that are used to award CTAG credit. We are required by the

ODOE to award such credit.

Facilities,Equipment,Resources,Technology

1: Provide specific suggestions and strategies for improvement of classrooms, labs, and offices to enhance student learning.

Overall classroom based courses are in good shape as we have our own classroom. Should a public safety annex ever be constructed, we could benefit from working fire protection systems and training simulators, but these cannot be installed in or around our current classroom.

Currently we have a wonderful classroom/lab shared by the EMGT and FIRE programs. The students that attend the classroom based courses benefit from a classroom that contains approximately $40,000 worth of capital and non-capital items. This includes a large amount of items and equipment in a secure (locked) storage area at the back of the classroom.

2: How do faculty and staff learn about college resources and support services available to all learners?

All new faculty receive an orientation provided by the program director, and they are encouraged to attend the new faculty orientation that semester.

I personally ensure all new and existing part-time faculty receive a copy of the student handbook and faculty handbook whenever it is updated.

All new Blackboard faculty are introduced to and encouraged to remain in contact with Corrie and Jeff **often**.

Additionally I am a "Teaching Assistant" in **EVERY** fire science course so I can assist if needed.

3: Are educational and library resources (books, periodicals, computer software, videos, internet) available for student learning?
Yes

4: Discuss status of educational resources. Provide specific suggestions and strategies for improvement.

The library has always been cooperative in updating books and periodicals whenever they are requested to do so.

Some of our videos could be updated. Those on VHS have been converted to digital format. While some are on VHS, the fact remains not much has changed in the field, therefore I find it difficult to justify using college funds to purchase too many trade videos that can cost $225 - $495 each.

We are using some of the free video resources available through the library, should they fit our needs. As the

new editions of NFPA1001 and NFPA 1600 are released we will consider future purchases, keeping in mind the fiscal state of the college at this time.

I should note ITS has been very supportive of making these purchases when asked to do so, but a mass upgrade of trade videos will be relatively expensive and this will require a substantial set-aside to update these materials. As previously stated, I see no need for a mass upgrade at this time.

5: Discuss use of resources, as well as availability of resources for all methods of program delivery.

The college has always responded to any capital and non-capital equipment needs. This current year we have approximately $ 0 to work with in our Non Capitalized Equipment Expense (71055) budget account, which is down substantially from the $1500 annual allocation just a few years ago. It would be helpful to have these restored in the future when the budget situation improves. In the mean time we have been very frugal with our expenditures.

Currently we have a wonderful classroom/lab shared by the FIRE and EMGT programs. The students that attend the classroom based courses benefit from a classroom that contains approximately $40,000 worth of capital and non-capital items. This includes a large amount of items and equipment in a secure (locked) storage area at the back of the classroom. Without a dedicated public safety building I can think of no major capital needs at this time.

Advisory Committee

1: Does the Advisory Committee include employers who hire program graduates?
Yes

2: Does the Advisory Committee include program graduates?
Yes

3: Does the Advisory Committee include employers who hire cross-section of the industry?
Yes

4: How many Advisory Committee meetings have been held in the five year period?

Three. It is extremely difficult to get the committee together, as many of the committee members are also active with other organizations. (Like much of our society, there is a limited pool of qualified members, and they are spread among other organizations.) But I keep in relatively frequent with the committee members by email and newsletter.

5: Discuss results of most recent Advisory Committee meeting and survey.

The advisory committee reports satisfaction with our program in general. The content is current and relevant. Enrollment was the most heavily discussed concern, and the need for better marketing.

Program Promotion & Marketing

1: Do the college's promotional materials and activities clearly and accurately convey the program mission and intended outcomes for students and graduates? Please review the Lakeland Website, College Catalog, Division Program Guides, Student Handbook, and any other marketing materials. If any of these materials need to be revised, develop an action plan.

Yes to the questions above.

But as previously stated in this program evaluation we are in great need of program specific marketing to our *statewide* market.

2: List program specific organizations for student participation. Describe how students are made aware of these opportunities.

N?A

Additional Comments

1: Please add any additional comments here that highlight program and/or outstanding student accomplishments not covered in the review.

Many of our students have gone on to become officers in their respective department, some having become chief officers.

Our program stands out among others in that:

(1) We were the very first program in Ohio to achieve 100% compliance with the fire-related TAGs

(2) We were the first community college in Ohio to become IFSAC accredited.

(3) The fire science program is recognized and listed by the National Fire Academy- Fire and Emergency Services Higher Education program.   Only a small number of programs in Ohio have achieved this recognition.

FREQUENTLY ASKED QUESTIONS

What is the source of the data?
It is a combination of data pulled from Banner and our legacy college system.

    1. Banner Data starts Summer 2005 (200540).
    2. Legacy Data includes anything prior to Spring 2005 (200530)

Is the enrollment annual?

Yes. Each review year includes the full academic year starting with the summer term, e.g. 2007 includes Summer 2006, Fall 2006, and Spring 2007.

What if we add a new grading option such as "FW"?
Any changes made to the grading scale will appear in the grade distribution data from that point forward.

What if I need help interpreting the data?
If you need assistance, please contact the DAPR coordinator or the Institutional Research department.

How will new courses be added?
New courses will be added each year as requested.

Will the summary always cover a five-year period?
Yes. Courses will stay in for any years offered.

When will new data be available?
Data summaries will be posted every year during the second week of September. Chairs should review data and action plans annually.

What if I need more information?
If more data is needed, submit a detailed request to the Institutional Research department.

GLOSSARY OF TERMS

GENERAL TERMS

1 YR Trend: Percent change from previous year to current year.

Note: Percentages displayed for each year are rounded to the nearest whole number while 1-yr-trend calculation uses the yearly percentage to the nearest hundredth for a more accurate trend analysis between the years.

Example:
Previous Year Percentage: 28.85
Previous Year Percentage Displayed: 29
Current Year Percentage: 32.25
Current Year Percentage Displayed: 32
Trend Calculation: (32.25-28.85/28.85)*100

OVERALL ENROLLMENT DATA

Total annual credit hours example: If a program offers two courses:

Number of credit hours in Course A
x Number of students enrolled in all sections/terms of Course A
= **Total credit hours for Course A**

Number of credit hours in Course B
x Number of students enrolled in all sections/terms of Course B
= **Total credit hours for Course B**

Total credit hours for Course A
+ Total credit hours for Course B
= **Total annual credit hours**

Annual FTE: Total number of credit hours per year divided by 30 (1 FTE = 30 credit hour).

Instructional Cost / FTE: **Parameters and Definitions:**
Due to the complexity of the model, the cost analysis starts in 2008-09. The only exceptions to the cost model are for Theatre and Speech. For definition of FTE see 'Annual FTE' above.

Categories Included in the cost per FTE calculation:

- **Salary and Benefits** (course level)

  $$\text{Pay Per Unit} = \frac{(\text{Base Salary} \times \text{Benefit Rate}) + (\text{Overload Pay} \times \text{Benefit Rate})}{\text{Total Units}}$$

  Note: The FT benefit rate is applied to the full-time instructor base salary; the PT benefit rate is applied to all part-time instructors as well as all summer and overload (full and part-time) instructors.

- **Other Personnel Costs** (department/program level)
  Includes department/program personnel costs including PARs, release time, extended time, and staff (lab coordinators, administrative assistants). Important note: Costs for courses that pay faculty with a PAR will be spread across the entire department/program.

- **Operating Costs** (department/program level)
  Includes department/program operating costs including capital expenses, supplies, technology, subscriptions, dues, travel, food service, et

- **Division Costs** (department/program level)
  Includes the department/program portion of the Dean's budget. A cost per FTE for the division as a whole is calculated and applied to all departments/programs.

- **Categories NOT Included**
  - Student Services
  - Library
  - Institutional support (operations that provide support services to the entire institution)
  - Academic support outside of program/division budgets (e.g. the Learning Center)
  - Plant operations and maintenance

New: Includes new students enrolling for the first time at Lakeland directly from high school, new students delaying entry after high school, and students new to LCC who, at some point, attended another college.

Continuing: Students who were enrolled in the prior term, excluding summer terms.

Returning: Students enrolled after an absence of one or more terms, excluding summer terms.

CCP: Students noted in the CCP statistic have already been counted in the data listed for New, Continuing, Returning students.

COURSE DATA

Other sections: Other sections include clinical or laboratory sections that are attached to a lecture. This information was added to provide evidence of work being done without duplicating enrollment numbers.

INSTRUCTIONAL DELIVERY METHODS

Note: Courses are only included in one method of instructional delivery. For example, a hybrid course that meets face-to-face during the day will be listed as hybrid only.

Evening/Weekend: Courses scheduled at 4:00 p.m. or later during the week and from 4:00 p.m. Friday through midnight on Sunday.

Adult Accelerated: This program is for adults 25 years of age or older who have three years of post-high school full-time work experience. Courses are offered in the evenings an on Saturdays for five weeks. The schedule has been structured so that it is possible for the students to complete an Associate of Arts or Associate of Applied Business - General Management Option in two years.

Hybrid: A course that is a combination online and face-to-face.

Off-site: Courses offered at Lakeland Community College's off-site locations: Lakeland East in Madison and area High Schools offering dual enrollment courses.

Other: Courses offered at other locations such as Progressive or First Energy.

STUDENT STATUS (FALL ENROLLMENT)

Full-time Students: Enrolled for 12 or more credit hours during the fall term.

Part-time Students: Enrolled for less than 12 credit hours during the fall term.

STUDENT STATUS (SPRING ENROLLMENT)

Full-time Students: Enrolled for 12 or more credit hours during the spring term.

Part-time Students: Enrolled for less than 12 credit hours during the spring term.

IPEDS GRADUATE DATA

What is IPEDS: The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education. **IPEDS consists of twelve interrelated survey components that are collected over three collection periods (Fall, Winter, and Spring) each year as described in the Data Collection and Dissemination Cycle.** The completion of all IPEDS surveys is mandatory for all institutions that participate in, or are applicants for participation in, any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended.

IPEDS Report: IPEDS data section, ONLY displays for PROGRAMS (not Departments) that are under review in the current cycle. In some cases, programs in the current review cycle may not have IPEDS data available. For example, programs that are new or have been recently modified may not have historical data to associate with the program.

IPEDS Annual Cycle: IPEDS Data links that are included in DAPR do NOT follow the same 5 year time span as all other data represented in DAPR. For example, data for the DAPR 2017 review year will includes 2012-2016 academic years, coinciding with an academic year cycle of Summer, Fall, Spring. IPEDS data for the 2017 review year will be an additional 2 years behind and will run from 2010-2014.

FACULTY DATA (SU, FA, SP)

General Note: Faculty data encompasses a five year period starting with Summer and running through Spring. For example, the five cycle begins with Summer 2014 through Spring 2015 for each sequential year.

Other: Banner data shows that there was no assignment record defined for the course which most likely indicates a part time instructor who was paid by PAR or contract.

Other Full-Time: Counts include faculty teaching one or more of the courses included in the review when their primary responsibility is in another department/program.

FIVE YEAR AGGREGATE DISTRIBUTION BY COURSE (%)

Total Enrolled: The total enrolled figure is based on the number of course grades from each term. If a student took a course multiple times in the same year, he/she is counted multiple times.

W: Stands for Withdraw.

AW: Stands for Administrative Withdraw.

FNA: Stands for Failure Not Attending.

UNA: Stands for Unsatisfactory Not Attending.

Other: Any Grade that is not an A,B,C,D,F,S,U,W,AW,FNA or UNA. An example would be some one taking the course as an Audit.

FIVE YEAR AGGREGATE DISTRIBUTION BY PROGRAM (%)

Total Enrolled: The total enrolled figure is based on the number of course grades from each term. If a student took a course multiple times in the same year, he/she is counted multiple times.

W: Stands for Withdraw.

AW: Stands for Administrative Withdraw.

FNA: Stands for Failure Not Attending.

UNA: Stands for Unsatisfactory Not Attending.

Other: Any Grade that is not an A,B,C,D,F,S,U,W,AW,FNA or UNA. An example would be some one taking the course as an Audit.