

Book of Plans

2024-2025



LAKETECH

Lake Technical College



Lake Technical College

WORK-BASED ACTIVITIES PLAN

PURPOSE

Work-based learning activities play an integral part of the curriculum of Lake Technical College's (LTC) career-technical training programs. These activities are planned with two objectives in mind. First, the activity provides students with the opportunity to develop and apply a "real world" experience using the knowledge and skills attained in their program of study. Second, the activity provides the institution with objective input from potential employers or customers of program graduates. Work-based activities designed with objectives, experiences, competencies and required evaluations provide reinforcement of program competencies in a "real world" environment.

WORK-BASED ACTIVITY OBJECTIVES/EXPERIENCES

Unpaid in-School Shop/Lab Activities – Customer service experiences under the direction of the program faculty member(s).

Customer service, which is incorporated in Welding Technology, Automotive Collision Technology Technician, Cosmetology, Facials Specialty, Nails Specialty and other programs, involves the public and is an important component of each program. Students are under the direct supervision of the program faculty member(s).

To ensure consistency in recordkeeping and monitoring of customer service funds, the Board approved procedures for Customer Service listed in LTC's Policies and Procedures Manual must be followed.

Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program.

Unpaid Job Shadowing - in-school or off-campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program faculty member(s).

Job shadowing is a short-term learning experience for student observation of program-related activities performed by employees at an off-campus business or in an on-campus office. Job shadowing is an unpaid experience and should be no more than eight (8) days in length per site. One or more job shadowing experiences may be assigned during the student's training program. Recommended procedures and a copy of the job shadowing experience forms are included in the *Faculty Guide for Work-Based Activities* which is listed on LTC's Intranet.

Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program and/or could be an enhancement to the program

based on the opportunity available to the student. These objectives are outlined in the job shadowing forms utilized by the instructor and located in the *Faculty Guide for Work-Based Activities*.

Paid or Unpaid Cooperative Training Experiences - at the employer's work location under the supervision of a qualified employer representative and under the direction of the program faculty member. Students must be in the last course of the program, have met basic skills exit scores, and have no outstanding balances in order to participate.

Cooperative training experiences are training opportunities available to provide the student with an alternate experience for education and training in basic professional skills and in program related competencies. It involves a business employer providing an off-campus hands-on learning opportunity for the student to develop and apply program skills and competencies in a reality-based setting. A student must finish 50% or more of the program competencies to be eligible for cooperative training.

Detailed procedures are outlined in LTC's Policies and Procedures Manual, and a summary of the procedures and copies of the cooperative training forms are included in the *Faculty Guide for Work-Based Activities*. Both the Policies and Procedures Manual and the Faculty Guide are posted on LTC's Intranet.

Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program and/or could be an enhancement to the program based on the opportunity available to the student. These objectives are outlined in the cooperative training forms utilized by the instructor and located in the *Faculty Guide for Work-Based Activities*.

Unpaid Practicum (internship/externship/clinical) Experiences - are an integral part of most health care programs. Students are required to participate in administering direct patient care under the guidance of a faculty member and/or preceptor as well as some observational experiences. Students are assessed in their knowledge, skills and professional skills while participating in these work-based learning experiences. Clinical and practicum sites are pre-arranged by the faculty member or department chair and are established by a contract with the facility.

Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program and/or could be an enhancement to the program based on the opportunity available to the student. These objectives are outlined in the job shadowing forms utilized by the instructor and located in the *Faculty Guide for Work-Based Activities*.

The paperwork required for the unpaid practicum experience is program specific and based on the requirements and/or contract of the health care facility. Detailed procedures are available in the Health Science Education Department and the Emergency Medical Services program areas.

Competencies

An instructional plan will be agreed upon by the faculty member, student and on-site employer representative. Specific competencies will be outlined using the Instructional Plan for Work-Based Activities form. This is to be completed at the start of the work-based activity. Campus-based activities such as customer service have instructional plans outlined in the Master Plan of Instruction for each program.

Evaluation

Periodic evaluations will be completed by the employer representative and will reflect the student's progress made on the identified competencies and professional skills. Faculty will make regular face-to-face visits and phone calls to verify student progress. A contact record will be maintained.

On-site employer representative

An on-site employer representative is designated at the time the work-based activity plan is signed and is program specific based on needs and requirements. The representative agrees to utilize the student in training-related activities. Work will be performed under state regulations and legal conditions. Adequate supervision will be provided, all non-discrimination laws will be followed, and the representative will complete a student evaluation sheet and verification of hours worked.

Coordination Activities by institution

Coordination of all work-based activities resides with the Director of Curriculum and Instruction. In conjunction with program faculty, LTC provides a comprehensive training program ensuring that students are prepared to engage in work-based activities. Faculty will allow students to resume full-time classroom training at any time with employer approval. Credit will be granted for competencies successfully completed at the job site. Faculty will abide by non-discrimination laws. Finally, faculty will visit or contact the on-site employer representative on a regular basis to verify student progress.

Written agreements with agencies

Written agreements as appropriate to each type of work-based activity will be maintained by the faculty for a period of three years. Updates to agency agreements are made on an annual basis by department chairs.



Lake Technical College

PROGRAM OUTCOMES FOLLOW-UP PLAN

PURPOSE

The purpose of the Program Outcomes Follow-Up Plan is to ensure follow-up is systematic and continuous.

IDENTIFICATION OF RESPONSIBILITY FOR COORDINATION OF FOLLOW-UP ACTIVITIES

The Director of Curriculum and Instruction oversees the coordination of all follow-up activities. This individual works with faculty and the data team to enter data regarding follow-up activities into the student information system.

The Career and Technical Education program faculty member is the first point of contact for job referrals in the certificate program field of study. Students are aided in job placement by referral to employers, resources, and the appropriate agencies. Students meet with their faculty members to discuss employment goals. This practice is ongoing during enrollment at LTC or upon completion of a certificate program.

The Career Services link located on the institution's website, serves as a communication tool between area employers, the staff, and students. Links to job resources, job listings, and career planning are posted and available. This provides the opportunity for students enrolled at the Extension Campus and at the Instructional Service Centers to access the same information as students enrolled at the Main campus. Current job listings are also posted in program areas, and in the rear lobby of the Main campus's Building 1. Recruiter days coordinated by specific program faculty are held throughout the year as well as an annual Career Fair. Social media is also used as a communication tool.

In addition, an online job resource and résumé system, "College Central Network" is available for students and employers. Employers post jobs online that are available for LTC students. Students post their résumés and can use this tool to search for jobs in the region, the state, or nationwide.

METHODS FOR COLLECTION OF DATA ON COMPLETION, PLACEMENT, AND LICENSURE EXAM PASS RATES

The program faculty are responsible for gathering follow-up information on students. As students exit their program, completion information is added into the student information system by their faculty member. Students having finalized the graduation application visit the Career Success Center and complete exit surveys. A member of the data team assists faculty in gathering follow-up information either by telephone, email, or other electronic media platforms. Follow-up contacts are made with completers and employers of these individuals, to obtain current, relevant information for the administration and faculty and to meet COE requirements. Various state systems such

as the Florida Board of Nursing, Florida Department of Law Enforcement, Florida Department of Health, etc. are utilized to determine whether students passed their licensure exams.

METHODS FOR SURVEYING COMPLETERS AND EMPLOYERS OF COMPLETERS

The exiting process for a program completer includes an anonymous satisfaction survey so students can make suggestions about their education experience and for program improvement. The student satisfaction survey data are shared with the administration and feedback provided to the faculty as needed.

LTC conducts employer surveys throughout the year to assure that quality training has met local employment needs. Annually, the programs are evaluated by the program advisory committees. Advisory committee members who are also employers provide follow-up information to faculty and administrators relating to the relevance of the training received by their employees.

INFORMATION COLLECTED FROM COMPLETERS AND EMPLOYERS OF COMPLETERS THAT IS FOCUSED ON PROGRAM EFFECTIVENESS, AND LEVEL OF SATISFACTION WITH THE EDUCATION THAT WAS RECEIVED

Information is collected from several sources to gather data about program effectiveness and the level of satisfaction with the education that was received. Students are given an opportunity to evaluate the program during their period of enrollment. In addition, the exiting process for a program completer includes an interview with the Career and Technology Specialist and the completion of an Application for Graduation which provides up-to-date placement and follow-up information as well as a satisfaction survey and suggestions for program improvement. After it is collected, the student satisfaction survey data are shared with the administration and faculty.

Employers are sent a survey in which they provide information about the student(s) hired. Employers are asked to assess each student's skills and to rate the student's ability to do the job. This provides information on the effectiveness of the training received by the students at LTC. After this information is collected, the results are shared with the administration and faculty when deemed appropriate.

HOW THE INFORMATION FROM FOLLOW-UP DATA WILL BE SHARED WITH INSTRUCTIONAL PERSONNEL AND ADMINISTRATIVE STAFF TO IMPROVE THE QUALITY OF PROGRAMS

Information from follow-up data will be shared with instructional and administrative staff by the administration in order to improve the quality of programs. This will be completed through faculty meetings, department meetings and/or individual meetings with instructors and staff.

THE PROGRAM OUTCOMES FOLLOW-UP PLAN IS REVIEWED ANNUALLY BY THE FACULTY AND ADMINISTRATION AND REVISED AS NECESSARY

The Program Outcomes Follow-up plan is reviewed by the faculty and administration each year. Any recommendations for revisions to the plan are noted and included in the next version of the plan. Updates from the COE Annual Meeting are also made when appropriate.

FOLLOW-UP INFORMATION COLLECTED FROM COMPLETERS AND EMPLOYERS IS MADE AVAILABLE AT LEAST ANNUALLY TO THE INSTRUCTIONAL AND ADMINISTRATIVE STAFF

The administration reviews and discusses follow-up information with the faculty throughout the year. Trends identified in follow-up findings are studied by faculty and administration to determine ways for program improvement.

PROGRAM OUTCOMES FOLLOW-UP INFORMATION IS USED TO EVALUATE AND IMPROVE THE QUALITY OF PROGRAM OUTCOMES

The administration meets with program faculty, reviews the data collected during the annual program review process, and discusses actions needed to develop strategies that will lead to improved program outcomes. The information is then shared with members of the advisory committees for their input.



Lake Technical College

EDUCATIONAL RESOURCES PLAN

PURPOSE

The purpose of the Educational Resources Plan is to verify the presence and adequate maintenance of learning resources appropriate and essential for the achievement of the objectives for each program offered, to verify that the learning resources are readily available and used by students and faculty, and to verify that all learning resources meet applicable safety standards.

EDUCATIONAL RESOURCES MADE AVAILABLE TO FACULTY, STAFF, AND STUDENTS FOCUS ON THE ACHIEVEMENT OF DESIRED OUTCOMES AND LEARNING OBJECTIVES AND ARE APPROPRIATE FOR AND INCLUSIVE OF ALL METHODS OF PROGRAM DELIVERY

Since the programs at LTC have very different subject areas and needs, each program and/or department maintains its own educational resources in an area available to the students. During annual budget meetings faculty and administration determine the need for additional resources. Relevant materials are purchased for the purpose of achieving desired outcomes and learning objectives and are, inclusive of all methods of program delivery. Faculty, with the input from advisory committee members, students, and industry partners, work closely with the administration to provide recommendations for appropriate educational resources to achieve desired outcomes and learning objectives for all programs.

THE INSTITUTION HAS IDENTIFIED STAFF MEMBER(S) RESPONSIBLE FOR THE IMPLEMENTATION AND COORDINATION OF THE EDUCATIONAL RESOURCES

Each administrator assigned to programs is responsible for implementation and coordination of educational resources.

THE INSTITUTION PROVIDES A DOCUMENTED ORIENTATION ON THE USE OF EDUCATIONAL RESOURCES AND SERVICES APPLICABLE TO INSTRUCTORS, STAFF, AND STUDENTS

New faculty are oriented to the educational resources in their area through participation in LTC's new teacher orientation GUIDE Program. Each new faculty member is paired with a mentor teacher who familiarizes him/her with the available learning resources. Throughout the year, periodic orientation and professional development geared toward educational resources is available to faculty and staff.

Students are oriented to the educational resources available for use during program orientation sessions and as needed directly in the classroom by faculty. Throughout the

year, periodic orientation and training is available to students on the availability and use of educational resources, online systems, computer equipment, software, etc.

THE INSTITUTION BUDGETS ANNUALLY FOR EDUCATIONAL RESOURCES

Administration meets annually with each faculty member to discuss program needs including educational resources and equipment. Based on the discussion, each program/department is then given a budget with which to purchase supplies and resource materials. Funds are allocated to the program/department budgets from the general budget, lab accounts, and grants. Equipment, software, and online resource license purchases may be requested through an annual technology plan which each program completes and submits to administration.

THE INSTITUTION ANNUALLY EVALUATES THE EFFECTIVENESS OF ITS EDUCATIONAL RESOURCES AND USES THE RESULTS TO MODIFY AND IMPROVE ITS RESOURCES AND SERVICES

Program surveys which include questions rating reference materials and resources are asked of students during their enrollment period and shared directly with faculty. In addition, climate surveys, distributed annually to staff and students, ask responders to rate the effectiveness of the College's educational resources and services. Responses from surveys are reviewed by the administration to determine areas of need. This feedback allows administration and instructional personnel to identify strengths and weaknesses, demonstrating the effectiveness of educational resources and respond accordingly. The Educational Resource Plan is also posted on the school's intranet and reviewed and updated annually with faculty.

THE INSTITUTION'S EDUCATIONAL RESOURCES, INCLUDING MEDIA SERVICES, TECHNOLOGY, FACILITIES, AND MATERIALS ARE COMPREHENSIVE AND CURRENT

The educational resources, including media services, technology, facilities and materials are comprehensive and current and available across all campus locations. They are sufficient to ensure the achievement of desired student learning and program objectives, and consist of books of a business, professional, technical, and industrial nature; reference materials, technical magazines and other pertinent periodicals. Programs utilize web-based student and faculty member learning resources available in their career fields. Each program media center houses a variety of auxiliary educational resources and reference materials that complement the professional materials used in the program and are intended to support the instructional programs offered. Most programs utilize a virtual media center or educational resource folder located in Canvas. Audio-visual equipment utilized in program areas includes Smart Boards, , computers with internet access, printers, , and scanners.. Copy machines are available in multiple areas of the school for teacher use, and students needing reasonable copies are also accommodated.

Technology and facilities at all locations are aligned with business or occupational resources including equipment, facilities design and materials.

A CURRENT INVENTORY OF EDUCATIONAL RESOURCES IS MAINTAINED

Since the programs at LTC have very different subject areas and needs, each program and/or department maintains its own educational resources in an area available to the students. Faculty and/or department chairpersons are responsible for maintaining accurate program media and assuring these resources are available on program Canvas courses. Material check-out and returns are under program faculty supervision. A campus-wide inventory system of equipment and technology is maintained and updated yearly.

EDUCATIONAL RESOURCES ARE SELECTED WITH FACULTY INPUT AND ACCESSIBLE TO THE FACULTY AND STUDENTS

Administration meets annually with each faculty member to discuss program needs including educational resources and equipment. Based on the discussion, each program/department is then given a budget with which to purchase supplies and resource materials. Funds are allocated to the program/department budgets from the general budget, lab accounts, and grants. Equipment, software, and online resource license purchases may be requested through an annual technology plan which each program completes and submits to administration.

Faculty, with the input from advisory committee members, students, and industry partners, work closely with the administration to provide appropriate educational resources services for all programs.



Lake Technical College

ONGOING OPERATION AND MAINTENANCE OF PHYSICAL FACILITIES PLAN

PURPOSE

The purpose of the Ongoing Operation and Maintenance of Physical Facilities Plan is to analyze the design and arrangement of the buildings and campuses of the institution in relationship to the institution's mission, vision, and strategic plan, as well as to determine if the institution can handle orderly growth and expansion over a period of time. In addition, the plan addresses the adequacy and improvement of physical facilities, and that the technical infrastructure has been developed and maintained. The technology used by LTC to deliver program content meets the needs of the students without creating barriers to student support or learning.

Facility and campus improvement is planned and documented under the direction of Lake County Schools. As a conversion charter institution, LCSB is responsible for maintenance of the facility while LTC is responsible for custodial and programmatic needs. LTC's Strategic Plan addresses strategic needs for planned growth of the institution's campuses and instructional service centers, facility needs in South Lake County, maintenance, and technology.

ADEQUACY AND IMPROVEMENT OF PHYSICAL FACILITIES

Lake Technical College's (LTC) main campus is located on Kurt Street in Eustis, FL. It was built in five phases on a 37-acre tract of land with the final phase being completed in 1982. With the addition in 2018 of the Center for Advanced Manufacturing, the main campus holds seven buildings which provide 166,215 square feet of classrooms, labs, shops, support facilities, and offices.

LTC's Institute of Public Safety (IPS) extension campus was built as a regional public safety training facility. Phased construction began in 1992 and consists of a firing and driving range, offices, classroom space, a fully operational fire training station, and a burn building. This facility, located on Lane Park Cut off Road in Tavares, FL, has 51,088 square feet and 11 buildings on 19 acres.

In recent years, LTC has begun to utilize the Instructional Service Center (ISC) as a way to meet program needs in other parts of the county. Currently, there are three ISCs, one is located on the LSSC campus in Clermont and the others are in Tavares at the Lake County Animal Shelter and the City of Tavares Public Works Operations.

The LTC Strategic Plan provides the framework for the updating, refreshing, and future growth of the main and extension campuses. All classrooms and training labs at LTC locations are well-equipped to ensure student success. An analysis of facilities has shown the need for larger facilities in some classrooms/labs for program expansion. To

meet the needs of students and the demands of industry, efforts are ongoing with LCSB, City of Tavares, Lake County Government, Lake Sumter State College, and other partners to explore opportunities and unique solutions for expansion. The administration will continue to explore renovations of existing facilities when funding is available to include new funding sources and/or partnerships.

BUDGET AVAILABLE FOR FACILITY MAINTENANCE AND IMPROVEMENT

As a conversion charter institution, LCSB is responsible for maintenance of the facility while LTC is responsible for custodial and programmatic needs. As the budget allows, continuous improvements are made to the facilities.

PERSONNEL

The Director of Operations and the Facilities Manager develop and coordinate activities with the assistance and input from the administrators, faculty, support staff, custodians, and with support from the Lake County School Board (LCSB). As a conversion charter institution, LTC is responsible for facilities staff and programmatic needs while LCSB is responsible for the maintenance of the facility. Annual assessments of the safety and maintenance of the facility are conducted by the district staff and county fire personnel. Plans for corrective actions are developed and implemented.

The administrative team determines the appropriate number of facilities' staff based on need and budget. LTC contracts with a private company for custodial services. These services follow a schedule created by the Facilities Manager. Facilities assistants are employed to augment room set-up/tear-down, package delivery and other tasks as they occur. A maintenance technician is employed by LTC for the routine and minor maintenance issues that occur during the school year.

NON-INSTRUCTIONAL EQUIPMENT AND SUPPLIES

Appropriate equipment and supplies for maintenance and housekeeping needs are identified and purchased by LTC and used by the contracted vendor according to the LCSB guidelines. LCSB provides each facility with the Custodial Cleaning Standards Manual from the Maintenance and Operations Department. This manual includes all information on maintenance policies and procedures, including those addressing equipment, supplies, and state and federal mandates. This manual is updated and evaluated regularly by LCSB, and a copy of the manual is maintained by the Facilities Manager. Appropriate and safe storage space is allocated for maintenance supplies.

Safety Data Sheet (SDS) information is available for all cleaning materials, and the facilities staff are trained in the use of the supplies and how to apply the SDS information. LTC provides the materials and equipment needed to maintain the facilities. The LCSB Maintenance and Operations Department provides maintenance of the heating ventilation air conditioning (HVAC) systems, electrical, plumbing, kitchen equipment and roofing. Records and work requests are kept electronically and can be accessed by the Facilities Manager or designee.

Fire extinguishers at the main and extension campuses are visually inspected monthly by in house staff, and yearly by LCSB staff. Restroom supplies are stocked in sufficient amounts to keep these areas appropriately cleaned and maintained. Custodial services and supplies are provided by Lake Sumter State College at the ISC in Clermont and by LTC at the ISC located at the Lake County Animal Shelter while LTC provides the custodial services and supplies at the ISC located at the City of Tavares Public Works Operations.

Computers and/or Chromebooks are available for student use at all LTC sites. A wide variety of software is loaded on the computers so students can conduct online research and/or complete curriculum competencies. Chromebook are available to all students who do not have access to their own device.

COMPLIANCE WITH RELEVANT STATE LAW AND APPLICABLE FEDERAL CODES AND PROCEDURES

The institution complies with the Florida Statutes, 1002.34 for charter technical career centers, 1013.37 the State Uniform Building Code for Public Educational Facilities Construction, 553 for building codes, and 633.208 for fire codes. These statutes and codes cover all the aspects of fire, industrial, and health and safety including planning and zoning, building and structural, plumbing and sanitation, heating and ventilation, electricity and gas, environmental impact considerations, water supply, sewage and waste disposal, food preparation and service, fire and safety, and OSHA.

Most local and state safety codes are aligned to federal OSHA criteria. The institution complies with all Federal safety codes and mandates, including 29 CFR 1910.157(e)(2).

ANNUAL EVALUATION OF THE PLAN

Throughout the year, the administrative team discusses input received about safety, operation, and maintenance of the facility, and annually reviews and evaluates the plan. Revisions to the plan are made, as needed.

HEALTH AND SAFETY OF THE INSTITUTION'S EMPLOYEES, STUDENTS, AND GUESTS TO MAINTAIN READINESS PLAN

PURPOSE

The administration, faculty, and staff of Lake Technical College (LTC) believe that a safe, clean, and comfortable environment in which students can learn and prepare for successful entry into the workplace is critical. The purpose of this plan is to maintain readiness in cases of sickness, accidents, or emergency health care needs on campus. LTC conducts monthly readiness drills to include fire drills, inclement weather drills, and active killer scenarios.

PROCEDURES FOR REPORTING AND INVESTIGATING INCIDENTS

The safety of each student, visitor (guest) and staff member shall be considered of paramount importance; therefore, prompt, and efficient treatment of all incidents is necessary. All faculty, staff, and administration are responsible to report to the Director of Operations, or designee, any safety issues that they identify. Student information is in the student information system and is available to authorized personnel. It contains emergency contacts, parental permission to act in emergency situations, as appropriate, and notations of any unusual health conditions. Administration and the Executive Director will be notified immediately when serious accidents occur. Lake County School Board (LCSB) Risk Management conducts all investigations of accidents/incidents.

When a student, faculty/staff, or visitor has an accident/incident, whether on campus or off campus at a school-related activity, the faculty/staff member present during the accident/incident must complete the LCSB approved form. The form is submitted to LCSB Risk Management as per LCSB policy. Additionally, when incidents occur at the extension campus or one of the ISCs, personnel at the location shall be made aware.

In the event that there are injuries during an emergency, the Crisis Response Team will serve as the first responders and attempt to stabilize the injured victims. The list of first responders and AED locations is posted in each hallway and each classroom area.

EVALUATED ANNUALLY WITH INPUT FROM EMPLOYEES

Safety procedures are reviewed with faculty and staff annually and are included in the LTC Policies and Procedures Manual which is available on the institution's intranet. Emergency evacuation procedures are posted in all classrooms. Input for health and safety is received from a variety of sources which includes faculty and staff climate surveys. Feedback from the annual climate surveys provide input for identifying and eliminating potential safety hazards on campus. At least annually, the faculty advisory committee and administrative team discusses the input received, reviews and evaluates the plan, and revises as needed. The plan for assuring the health and safety of LTC's

employees, students, and guests to maintain readiness has been distributed to employees via the LTC intranet.

ENSURES BASIC INFORMATION ABOUT THE PLAN IS AVAILABLE TO THE STUDENTS

Students are informed of the institution's safety policies and procedures contained in the plan during school and program orientations, and instructors reinforce them. Safety information is also available in the catalog which is posted on the school's website. The plan is also posted on the school's website.

INSTITUTION'S TECHNICAL INFRASTRUCTURE PLAN

PURPOSE

The purpose of this plan is to ensure adequacy, improvements and protection of data contained within the technical infrastructure of the institution networks.

ADEQUACY, IMPROVEMENTS AND PROTECTION OF TECHNICAL INFRASTRUCTURE, INCLUDING DISTANCE EDUCATION INFRASTRUCTURE

Lake County School Board (LCSB) provides the technical infrastructure and software updates for the campus computers. The institution's servers are housed in a main distribution frame (MDF) room, located on the main campus, which is always locked. Access to the equipment room is limited to LTC authorized personnel only.

A wireless system exists throughout the main and extension campuses allowing faculty to login to the school's intranet in both classroom and lab areas, and a Bring Your Own Device (BYOD) policy has been implemented which provides all students wireless internet access. LTC is staffed with one computer support specialist who is capable of designing, setting up, and maintaining the institution's technology infrastructure. The wireless system at the ISC - Clermont campus is maintained by the facility owners and the two ISCs in Tavares are maintained by the College. In addition, LTC also employs a Career and Technology Specialist to oversee the student Learning Management System, Canvas. This employee works with instructors on Canvas training, distance education design, program implementation, and he/she manages any technical challenges.

The adequacy, improvements and protection of the technical infrastructure is maintained through software upgrades, renewal of vendor contracts, and communication with key stakeholders. Upgrades and renewals of key distance education software helps provide a quality user experience that includes, stability, reliability, and performance adequate to meet demands. The Career and Technology Specialist communicates with faculty and students that utilize the distance education platform, infrastructure, and other integrated software, to seek improvements impacting user experiences, reliability, and performance.

Distance education instructors delivering asynchronous, and synchronous instruction and those that utilize the platform resources in a traditional classroom from the LTC network, benefit from improvements made to distance education infrastructure. With the increasing demand for digital resources, infrastructure improvements directly support a better user experience, allowing teaching and learning to remain accessible and reliable.

ONGOING OPERATION AND MAINTENANCE OF TECHNICAL INFRASTRUCTURE, INCLUDING DISTANCE EDUCATION INFRASTRUCTURE

LTC, in partnership with the Lake County School Board, provides the technical infrastructure, computer updates, and maintenance for the campus computers.

LTC has infrastructure in place for distance education programs to ensure the system is maintained. Data on a secure server is hosted and maintained by Instructure, Inc. LTC also employs a Career and Technology Specialist to design, implement, and manage web-based and distance education efforts.

ENSURES THE PRIVACY, SAFETY, AND SECURITY OF INSTITUTIONAL DATA

The institution's servers are housed in a main distribution frame (MDF) room, located on the main campus, which is always secured and locked. Access to the MDF room is limited to LTC authorized personnel only.

A web filtering system is used to secure data which provides the first level of data security using Palo Alto Next Generation Firewalls (NGFW) licensed with Advanced URL filtering subscriptions to perform content filtering and data protection.

LTC's online application uses an SSL certificate updated yearly to keep internet connections secure and prevent outsiders from reading or modifying information. Student social security numbers are encrypted before storage as an added layer of security. Credit card numbers and checking account numbers are not part of the online application and not stored anywhere in the student information system, . After four years, online application records become archived and removed from storage. Additionally, the filters on the LCSB email server provide protection against viruses, malware, spam, phishing, pharming, and other threats to most email accounts. No information regarding student records is stored electronically at the Instructional Service Centers. All student information remains in the LCSB network.

LTC has infrastructure in place for distance education programs to ensure the system is secure, reliable, safe, and private regarding student records. Online login information is password protected and on a secure server hosted and maintained by Instructure, Inc. Access to student's credit card, social security numbers and other theft sensitive information is not accessible in the Canvas system, owned and operated by Instructure, Inc., since registration for programs is done on the school campus.

LTC has processes in place to establish that the student who registers for a distance education course is the same student who participates in and completes the course and receives the academic credit. A student enrolling in an online course as part of a hybrid program is added to the course roster after the program registration process has been completed in the Admissions office. Each student is identified via registration

paperwork and government issued ID on orientation day/first day of class by the faculty member.

ENSURES COMPUTER SYSTEM AND NETWORK RELIABILITY WHETHER PROVIDED DIRECTLY BY THE INSTITUTION OR THROUGH CONTRACTUAL ARRANGEMENTS

Through LTC's partnership (sponsorship) network services for faculty, staff and student computers are provided by the Lake County School District's Department of Information and Instructional Technology Services following LCSB's policies and protocols which include regular updates to ensure reliability to the computer system and network.

In addition, LTC preserves and protects student records by the use of storage devices, duplicate physical and/or digital records, and security files, which ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions.

IS EVALUATED ANNUALLY

Throughout the year, the administrative team discusses input received about protection of the institution's technical infrastructure. At least annually, the faculty advisory committee and administrative team discusses the input received, reviews and evaluates the plan, and revises as needed.

ENSURES BASIC INFORMATION ABOUT THE PLAN IS AVAILABLE TO THE ADMINISTRATION, FACULTY, AND STAFF

Basic information contained in the plan about the protection of the institution's technical infrastructure plan is provided to administration, faculty, and staff in the Policies and Procedure Manual.

TECHNOLOGY MEETS THE NEEDS OF THE STUDENTS WITHOUT CREATING BARRIERS TO STUDENT SUPPORT OR LEARNING

The technology used by LTC to deliver program content meets the needs of the students without creating barriers to student support or learning. A wireless system exists throughout the main and extension campuses allowing faculty to login to the school's intranet in both classroom and lab areas, and a Bring Your Own Device (BYOD) policy has been implemented which provides all students wireless internet access. Computers and/or Chromebooks are available for student use at all LTC sites. A wide variety of software is loaded on the computers so students can conduct online research and/or complete curriculum competencies. On a limited basis, Chromebooks are available to be signed out and assigned for specific student use during their program.

PROCEDURES FOR PRESERVING AND PROTECTING STUDENT COURSEWORK, TESTING, AND RECORDS ARE PROVIDED BY MEASURES THAT ENSURE THEIR PRESERVATION AND PROTECTION

LTC's online application uses an SSL certificate updated yearly to keep internet connections secure and prevent outsiders from reading or modifying information. Student social security numbers are encrypted before storage as an added layer of security. Credit card numbers and checking account numbers are not part of the online application and not stored anywhere in the student information system. After four years, online application records become archived and removed from storage. Additionally, the filters on the LCSB email server provide protection against viruses, malware, spam, phishing, pharming, and other threats to most email accounts. No information regarding student records is stored electronically at the Instructional Service Centers. All student information remains in the LCSB network.

LTC has infrastructure in place for distance education programs to ensure the system is secure, reliable, safe, and private regarding student records. Online login information is password protected and on a secure server hosted and maintained by Instructure, Inc. Access to student's credit card, social security numbers and other theft sensitive information is not accessible in the Canvas system, owned and operated by Instructure, Inc., since registration for programs is done on the school campus.



Lake Technical College

STUDENT RETENTION PLAN

PURPOSE

According to research in the areas of student retention, there are three major factors which foster student persistence:

1. The quality of education
2. Personal contact and relationship with the faculty
3. Homelike atmosphere of the common spaces

Student retention occurs when everyone on campus has a role to play. Faculty and administration are critical to the quality of education offered as well as the personal contact and relationships developed with students. At Lake Technical College, support staff also form relationships with students and play a critical role in student persistence. The homelike atmosphere is developed as the common spaces on campus are updated. Cleanliness of the campus contributes as well.

This retention plan specifies strategies, goals, and responsibilities for improving the quality of student life and learning at Lake Technical College. By doing so, student engagement and retention will improve leading to successful graduates and future employees. Student retention is defined as the percentage of first-time enrolled students who persist in completing their program of study.

As a technical college with an open enrollment policy for most programs, our vision of student success is to support and promote academic success for a diverse student body. Our plan involves five key strategies as we focus on increasing student retention rates in each program.

1. Academic Advising

Academic advising is a critical factor in student success. Supportive, knowledgeable, and accessible career advisors are essential for helping students enroll in the right program for the right reason and then provide the resources the students need to succeed.

2. Teaching Students Habits for Success

It is critical students understand the expectations for success in academic, technical, and professional skills while in class. Students complete a school-wide orientation and a program orientation when they first begin their program of study. Both orientations provide an overview of the expectations for success. Workshops are offered throughout the year on professional skills, test-taking strategies, and study skills, etc. to assist students with the development of

positive habits which lead to success in their program. Additionally, the LTC Retention Specialist works with students throughout their programs.

3. Polling Students

It is important to survey students regularly to curtail any issues that might occur.

4. Collecting Data and Put it to Good Use

Each year program instructors receive the previous year's retention rates. Instructors then set goals and strategies during the annual program review. Additionally, Admissions pulls data to make contact with the non-completers from the previous year in hopes that they will return to finish the program.

5. Combining the Strength of all Resources

Student retention is everyone's responsibility. Whether a faculty member, student success counselor, career advisor, financial aid specialist, or administrator, developing a comprehensive approach to student retention will be more effective if everyone is involved.

INPUT FROM FACULTY AND STUDENTS

As part of the responsibility of the Faculty Advisory Committee, input is provided about student retention and challenges surrounding student achievement. A sampling of LTC Student Ambassadors is polled during the year to provide input from their perspective. Questions about retention are included in the student evaluations completed twice per year.

EVALUATION ON AN ANNUAL BASIS

Program surveys include retention questions and informal surveys are available during the year so students can provide feedback.

Retention rates from the student information system will be provided at the beginning of each school year to the faculty who use that data to set goals to increase retention. During the faculty member's formal evaluation period, a review of the data occurs.

The plan is evaluated annually by administration and faculty and revised as needed based on annual data.

RETENTION RESULTS SHARED WITH FACULTY AND STAFF

The administration discusses retention results with the faculty and staff throughout the year, and a school-wide summary of the retention results is shared annually. The admissions, business office, and financial aid staff receive the results annually during one of the quarterly Student Services Team meetings.



Lake Technical College

PLACEMENT SERVICES PLAN

PURPOSE

The purpose of the Placement Services Plan is to provide placement services for all program completers.

IDENTIFICATION OF RESPONSIBILITY FOR COORDINATION OF PLACEMENT SERVICES

LTC's Career and Technology Specialist, who reports to the Director of Curriculum and Instruction, is responsible for the coordination of placement services. Along with the rest of the administrative team, the Specialist works closely with the institution's data collection team and faculty on job placement and data collection assignments.

The Career and Technical Education program faculty member is the first point of contact for referrals to jobs in the certificate program field of study. Students discuss their employment goals with faculty and are aided in job placement by referral to employers, resources, and the appropriate agencies.

The Career Success Center is also available to students as a resource for résumé writing, interviewing techniques, and job leads. Students may sign up for job placement assistance. This service may be utilized either during enrollment at Lake Tech or upon completion of a certificate program.

COMMUNICATION NETWORK THAT EXISTS BETWEEN THE PERSON RESPONSIBLE FOR PLACEMENT COORDINATION, THE STAFF, THE FACULTY, AND VARIOUS BUSINESSES AND INDUSTRIES OF THE SERVICE AREA

LTC's administration facilitates the communication network between staff, faculty and area employers through the Fall Advisory Committee Reception and the Spring Advisory Committee meeting. Faculty communicate regularly with employers in the service area and members of the program advisory committees in an effort to stay informed about employment trends and opportunities. Program advisory committee members provide validation of relevant curriculum throughout the year and offer suggestions for improvement.

LTC administrators ensure that follow-up records are maintained in the school database, monitor placement and retention rates, and disseminate employment opportunities. The Career and Technology Specialist is assigned the duties of communicating with business and industry, acting as the general contact for LTC,

referring job openings to the appropriate faculty and serving as liaison between faculty and industry as needed.

The Career Services link <http://www.laketechnical.org/current-students/career-services>, located on the institution's website, serves as a communication tool between area employers, staff, and students. Lake Technical College uses College Central Network as its official job resource and resume system. The site is available 24/7 to students, alumni, and employers. Students can quickly apply to jobs posted exclusively for them and search for other opportunities via national job boards. They are also able to create and upload their resume and career portfolio to make available to employers.

Current job listings are also posted in both program areas and in the rear lobby of the Main campus's Building 1. Recruiter days coordinated by specific program faculty are held throughout the year. Social media is also used as a communication tool.

A LIST OF EMPLOYERS AND EMPLOYMENT OPPORTUNITIES

Faculty keep an up-to-date listing of local employers and employment opportunities in their field. A current listing of known employment opportunities is available in the Career Success Center on the LTC website, and information on career fairs is also posted in both program areas and in the rear lobby of the Main campus's Building 1. Job postings submitted through email are maintained electronically in the LCSB email system. Students receive notices of job fairs hosted by Career Source Central Florida and other community agencies through social media, on the LTC website, and their program faculty. Recruiter days coordinated by specific program faculty are held throughout the year.

In addition, an online job resource and resume system, "CollegeCentral.com" is available for students and employers. Employers post jobs online that are available for LTC students. Students post their resumes and can use this tool to search for jobs in the region, the state, or nationwide. Finally, an annual career fair with local businesses is held each year on the main campus in May. All students are welcome to attend.

COUNSELING OF STUDENTS

The faculty are responsible for assisting enrolled students and graduates seeking employment. The Career Success Center is also available to students as a resource for resume writing, interviewing techniques, and job leads. Students may sign up for job placement assistance.

MAINTENANCE OF PLACEMENT RECORDS FOR COMPLETERS AS A MEANS OF MEASURING THE SUCCESS OF THE INSTITUTION IN ACHIEVING ITS MISSION

Completion and placement are two key indicators for the success of LTC. They speak directly to the mission of the institution in meeting the needs of employers by providing technically trained graduates via a market driven curriculum. Placement records are maintained on all completers and non-completers in the student information system

which is available to all faculty and select staff. The data are used to determine program sustainability as well as for the COE Annual Report to measure the success of achieving the institution's mission.

EVALUATION ON AN ANNUAL BASIS AND REVISED AS NECESSARY

The Placement Services Plan is revised annually by the administrative team, and revisions are made as needed to improve the effectiveness of the placement services provided.

A DESCRIPTION OF HOW EVALUATION RESULTS ARE SHARED WITH FACULTY AND STAFF AND USED FOR CONTINUOUS IMPROVEMENT

The administration will discuss placement results with the faculty and staff throughout the year, and a school-wide summary of the placement results is shared annually with faculty. The admissions, business office, and financial aid staff will receive the results during one of the quarterly Student Services Team Meetings.



Lake Technical College

EFFECTIVENESS OF STUDENT SERVICES PLAN

PURPOSE

The purpose of the Plan is to ensure that student services are offered and maintained at the highest possible level to support Lake Technical College's students, mission, and programs.

IDENTIFIES RESPONSIBILITIES FOR COORDINATION OF STUDENT SERVICES

LTC employs a Dean of Student Services who is responsible for Admissions, a Program Manager responsible for Testing, and a Financial Aid Manager who oversees financial aid. All three departments work together to assist students as they seek information, are tested, apply for financial aid and/or scholarships, are career advised, and enrolled in LTC.

PROVIDES FOR THE COUNSELING OF STUDENTS

At first contact with a potential student, enrollment specialists provide information about various programs at LTC and the steps to enroll. Program flyers include information about local employers who hire graduates from each specific program. A career advisor will counsel each student and begin to assess the student's educational needs, need for support services, and/or accommodations. If applicable, career pathways are explored utilizing career pathways resources. LTC employs a special populations staff who work with students who self-disclose to establish applicable accommodations. The staff review and maintains appropriate documentation and facilitates communication between instructor(s), the student, and the appropriate administrator. LTC Student Services staff, working with core partners, provides additional identified services.

IS EVALUATED ON AN ANNUAL BASIS

Data on the effectiveness of the student services areas come from a variety of sources:

- Students at all locations complete program evaluations which include questions about student services areas.
- Annually, students, faculty and staff complete the Climate Survey.
- Electronic surveys are sent to potential students who interacted with the student services areas.
- Surveys are completed by each student when he/she exits the program.

The survey data are stored on the institution's student information system and/or with Administration.

Annually administration reviews the program evaluation reports related to the student services areas. The program evaluation and Climate Survey data related to student services is reviewed by the administrative team annually. This data is used to evaluate the plan and revise as needed.

ADDRESSES HOW EVALUATION RESULTS ARE SHARED WITH FACULTY AND STAFF AND USED FOR CONTINUOUS IMPROVEMENT

The survey results are disseminated to the faculty, staff and the LTC Board of Directors annually, reviewed during annual appraisals of student services staff, discussed at staff meetings, and used for continuous improvement of student services.