

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 re-enforcement 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, Automotive Service Technology 1 and 2, Cosmetology, Professional Culinary Arts and Hospitality, Enterprise Desktop and Mobile Support Technology, 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 ten (10) 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 in 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 will agree 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.

Activities by institution

LTC will provide 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 make contact with 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.

**PROGRAM AND INSTITUTIONAL OUTCOMES
FOLLOW-UP PLAN**

PURPOSE

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

**IDENTIFICATION OF RESPONSIBILITY FOR COORDINATION OF ALL
FOLLOW-UP ACTIVITIES**

The Director for Curriculum and Instruction is responsible for overseeing 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 Technology Online Management (TOM) system.

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 are aided in job placement by: referral to employers, resources and the appropriate agencies. Students are requested to meet with their faculty member to discuss their employment goals. This service may be utilized either during enrollment at LTC or upon completion of a certificate program.

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.

The Career Services link <http://www.laketech.org/current-students/career-services>, 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 Center to access the same information as students enrolled at the Main campus. Current job listings are also posted in both program areas and in the rear lobby of the front building and online. 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 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.

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

The program faculty are responsible for gathering the follow-up information on students. As students exit their program, completion information is added into the TOM

system by their faculty member. Students process through the Career Success Center and complete exit interviews, graduation applications and the exit surveys. A member of the data team assists faculty in gathering follow-up information either by telephone, email, letter, or other electronic media platforms. Follow-up contacts are made with completers and employers of these individuals, in an effort to obtain current, relevant information for the administration and faculty and to meet COE requirements. Various state systems (Florida Board of Nursing, Florida Department of Law Enforcement, Florida Department of Health, etc.) are utilized to determine whether students passed their licensure exams.

INFORMATION COLLECTED FROM COMPLETERS AND EMPLOYERS OF COMPLETERS THAT IS FOCUSED ON PROGRAM EFFECTIVENESS

Information is collected from several sources to gather data about program effectiveness. Students are given an opportunity to evaluate the program at the end of each term. 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. The Career and Technology Specialist visits the programs located at the Extension Campus and the Instructional Service Center to conduct the exit process. The student satisfaction survey data is 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 the 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 student at LTC. After this information is collected, the results are shared with the administration and faculty when deemed appropriate.

METHODS FOR SURVEYING COMPLETERS AND EMPLOYERS OF COMPLETERS TO ASSESS THE LEVEL OF SATISFACTION WITH THE EDUCATION THAT WAS RECEIVED

The exiting process for a program completer includes an anonymous satisfaction survey so students can make suggestions about their education and for program improvement. The Career and Technology Specialist visits the programs located at the Extension Campus and the Instructional Service Centers to conduct surveys. The student satisfaction survey data is shared with the administration and faculty.

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.

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

The Program and Institutional Outcomes Follow-up plan is reviewed by the faculty and administration during pre-planning each year. Any recommendations for revisions to

the plan are noted and included in next version of the plan which is usually developed in January after any updates from the COE Annual Meeting.

**PROGRAM AND INSTITUTIONAL 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.

**PROGRAM AND INSTITUTIONAL OUTCOMES FOLLOW-UP
INFORMATION IS MADE AVAILABLE ON AN ANNUAL BASIS TO THE
INSTRUCTIONAL PERSONNEL AND ADMINISTRATIVE STAFF**

The administration discusses placement and follow-up data collection with the faculty and staff throughout the year, and a school-wide summary of the placement and follow-up data is shared annually with faculty and staff. Follow-up findings are studied by faculty and administration to identify ways for program improvement.



Lake Technical College

MEDIA SERVICES PLAN

PURPOSE

The purpose of the Media Services Plan is to support Lake Technical College's (LTC's) educational programs so that the students' educational goals will be met and the school's mission fulfilled. LTC staff believes that students must be equipped with the skills to create, retrieve, manage and synthesize information for productive purposes and, most importantly, to make decisions and evaluate problems based on that information. Students must be prepared to work with industry-standard tools, devices, procedures, materials, and other industry-specific technologies, and the best way to accomplish that preparedness is for the resources to be available in the classroom. All media services, technology, facilities and materials are comprehensive, current, selected with faculty input, accessible to the faculty and students, and inclusive of all methods of program delivery.

SCOPE AND AVAILABILITY OF THE SERVICES

Since the programs at LTC have very different subject areas and needs, each program and/or department maintains its own media resources in an area available to the students. The inventory for media resources for all programs is kept on the school Intranet which is accessible to all faculty and staff. This practice facilitates inter-departmental sharing of resources as needed. Relevant materials are purchased for the purpose of supporting educational programs, inclusive of all methods of program delivery, supplementing instruction, and are available for student use during program hours. Students may check out program media materials at the discretion of the faculty member. Examples of program media include reference books, professional journals/periodicals, audio and video media, software, online resources for specific industry needs, and related equipment pertinent to the particular program. Faculty, with the input from advisory committee members, students, and industry partners, work closely with the administration to provide appropriate media services for all programs.

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 for student use.

The Instructional Service Centers, located in Clermont and Tavares, are conjoined with the Lake County Library System. Students have full access to all libraries, including reference libraries, associated with the system. In addition, students, faculty, and staff have access to the Lake County Library System (<http://www.mylakelibrary.org/>) through the LTC website. The Lake County Library System allows all students to check out books and access reference material online or from among 15 city libraries in the area.

CURRENT AND RELEVANT EDUCATIONAL MATERIALS

Each program media center houses a variety of auxiliary educational materials that complement the professional materials used in the program and are intended to support the instructional programs offered. The media resources 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, audio-visual materials including videos, CDs and DVDs, technical magazines and other pertinent periodicals. Programs utilize web-based student and faculty member learning resources available in their career fields. Audio-visual equipment utilized in program areas includes LCD panels, video projectors, high definition televisions, document cameras, computers with internet access, printers, digital cameras, and scanners. Equipment available in each program area includes a mobile multi-media presentation station or other presentation equipment, computers, and printers. A video production studio on the main campus is available to create current and relevant digital instructional materials. Copy machines are available in multiple areas of the school for teacher use, and students needing reasonable copies are also accommodated.

STAFF PERSON RESPONSIBLE FOR IMPLEMENTATION AND COORDINATION OF MEDIA SERVICES

The Director for Curriculum and Instruction is the designated administrator responsible for implementation and coordination of media services.

ROLES AND RESPONSIBILITIES OF DESIGNATED STAFF MEMBERS

The Senior Executive Assistant in the Curriculum Department maintains the school wide media inventory with the assistance of cluster leaders and faculty. She also ensures that the updated inventory is available on the school Intranet. Faculty and/or department chairpersons are responsible for maintaining accurate program media. Material check-out and returns are under program faculty supervision.

ORIENTATION FOR USER GROUPS

New faculty are oriented to the program media 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.

The Media Services Plan is posted on the school's intranet and reviewed and updated annually with faculty during post-planning. Throughout the year, periodic orientation and training is available to faculty and staff on the availability and use of media resources, online systems, computer equipment, software, etc. Program faculty provide orientation to students concerning the media resources, and information about media resources is also published in the school catalog.

FACILITIES AND TECHNICAL INFRASTRUCTURE ESSENTIAL FOR USING MEDIA MATERIALS

Since most of the media and technology are located throughout the campuses in specific program areas, no special facilities are needed. Health Science Education, Emergency Medical Services (EMS), and Criminal Justice programs maintain departmental libraries that are shared among the departmental programs. Computers can be found in various locations in the classrooms. All staff and faculty have access to the institution's Technology Online Management (TOM) system where the school-wide inventory of media resources is available. A video production studio is available to create current and relevant digital instructional materials.

The technical infrastructure is adequate in meeting the media services and materials. Student computers and peripherals are refreshed on a rotating basis as needs are assessed by advisory committees and administration, and the older computers and peripherals are recycled or dispositioned as appropriate. LTC, in partnership with the Lake County School Board, provides the technical infrastructure, computer update, and the maintenance for the campus computers. The institution's servers are housed in an equipment 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 Technician who is capable of designing, setting up, and maintaining the institution's technology infrastructure. LTC also employs a Career and Technology Specialist to design, implement, and manage web-based and distance education efforts.

ANNUAL BUDGETARY SUPPORT FOR THE SERVICES

Administration meets annually with each faculty member to discuss program needs including media 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, DVDs and online resource license purchases may be requested through an annual technology plan which each program completes and submits to administration.

ANNUAL EVALUATION OF EFFECTIVENESS OF MEDIA SERVICES AND UTILIZATION OF THE RESULTS TO MODIFY AND IMPROVE MEDIA SERVICES

Program surveys which include questions rating reference materials and resources are asked of students twice during each school year. In addition, climate surveys, distributed annually to staff and students, ask responders to rate the effectiveness of the College's media and services. Responses from both of these surveys are reviewed by the administration twice a year to determine areas of need. These evaluations allow administration and instructional personnel to identify strengths and weaknesses and respond accordingly.

MAINTAINING, REPLACING OR DISPOSING OF OBSOLETE EQUIPMENT PLAN

PURPOSE

The purpose of this plan is to demonstrate that equipment is available to support the instructional programs and non-instructional areas of the institution, assess relevancy of instructional equipment, and identify equipment necessary for phase out, replacement or disposal.

RESPONSIBILITY FOR IMPLEMENTATION

The Assistant Director for Facilities is responsible for implementation of the plan, and the cluster leaders and program faculty work closely with the administrator to ensure the effectiveness of the Plan.

NEW EQUIPMENT AND SUPPLIES

Funds are budgeted to provide instructional equipment and supplies at a level that assures quality occupational education. Administration meets annually with each faculty member to discuss program needs including instructional equipment. Based on the discussion, each program/department is then given a budget with which to purchase instructional equipment and supplies. Funds are allocated to the program/department budgets from the general budget and lab accounts. In addition to budgeted funds, monies may be available through grants and local donations. Technology plans, developed jointly by faculty and program advisory committees, are submitted annually to prioritize the equipment needs. Funds are budgeted based on these priorities.

Student computers and peripherals are refreshed on a rotating basis as needs are assessed by advisory committees and administration, and the older computers and peripherals are recycled or dispositioned as appropriate. The need for replacing other program equipment is assessed yearly during the program advisory committee meetings and through the program review process.

MAINTAINING EQUIPMENT

The institution has a system of instructional equipment inventory. Each faculty member is responsible for program equipment and supplies. An in-house electronic inventory of all equipment and furniture \$100 or greater in value is maintained for each program. New items are added to the inventory by the IT staff as they are purchased. If an item needs to be transferred to another area, it is the responsibility of the faculty member to contact IT in order to transfer the item to the appropriate person. The IT staff verifies the equipment inventory annually at all campuses and the Instructional Service Center.

The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous

instruction. When equipment needs repair or servicing, the faculty member or other personnel responsible for the equipment completes a Request for Services and submits it to a cluster leader or administrator. Should items be needed on an emergency basis, or require emergency repairs, faculty contact the supervising administrator who determines if equipment can be repaired on site, if a work order needs to be submitted, or if equipment needs to be replaced. In the automated system, emergency work orders can be flagged accordingly and are prioritized by the district for processing.

Although there is an established procedure for securing competitive bids or written quotations for equipment purchases, these are waived when the Director/Designee determines that an immediate danger to the health, safety, or welfare of students, staff or projects, or other potential loss to the institution requires emergency action. The faculty member submits a Request for Services which is expedited by an administrator. Under extreme emergencies, a purchase without a requisition may be made, followed immediately with a requisition. Procedures for paying for equipment acquisition and/or repair are outlined in the institution's Policies and Procedures Manual which is available to all faculty and staff on the LTC Intranet.

EQUIPMENT REPLACEMENT OR DISPOSAL

Property obtained prior to becoming a charter is tagged with Lake County School Board (LCSB) property control numbers, and property obtained after is tagged with Lake Technical College property control numbers. Disposal of all property is in accordance with district procedures. To dispose of old and obsolete equipment, faculty notify the inventory specialist. The equipment is removed from the program and stored until the district property control staff picks it up. The inventory specialist notifies the Assistant Director for Facilities, who oversees disposition notices, to submit the appropriate paperwork and work order to the LCSB.

EVALUATION OF THE EFFECTIVENESS OF THE PLAN

Program advisory committees annually review the equipment used in the programs to determine consistency with that used in the workplace. As program equipment needs change, the faculty identify needs in the technology plans which are communicated to the administration. The program technology plan and the program expenditures for new and replacement equipment are reviewed by the administration with the faculty annually. The administrative team annually reviews the plan to ensure its effectiveness and makes adjustments as needed.

ADEQUACY AND IMPROVEMENT OF ALL PHYSICAL FACILITIES AND TECHNICAL INFRASTRUCTURE

PURPOSE

The purpose of the Physical Facilities and Technical Infrastructure Plan is to analyze the design and arrangement of the buildings and campuses of the institution in relationship to the institution's mission and vision and strategic plan, and 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 all physical facilities and 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 as part of the LCSB Master Plan. 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, facility needs in South Lake County, maintenance, and technology.

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 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 two ISCs located in Clermont and in Tavares at the new Lake County Animal Shelter.

FACILITY AND CAMPUS IMPROVEMENT NEEDS

Status

Lake County School Board, provides the technical infrastructure, computer update, and the maintenance for the campus computers. The institution's servers are housed in an equipment 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 Technician who is capable of designing, setting up, and maintaining the institution's technology infrastructure. The wireless system is maintained by the Lake Sumter State College staff at the Instructional Service Center.

LTC also employs a Career and Technology Specialist to design, implement, and manage web-based and distance education efforts. Learning Management Systems used are web-based allowing students to access from any mobile device. Students without internet may visit campus to access wireless connectivity.

Currently, the classrooms and training labs on the LTC main and extension campuses are well-suited to ensure student success. Classrooms and labs located at the Instructional Service Center are also equipped to serve students in these off-site locations. Some programs have sufficient facility space for growth, while other programs have limited expansion potential even though student interest and business demand is high. All program areas have computers with wireless Internet access. Schoology (Basic) is the Learning Management System selected to deliver the only distance education program at LTC. During the 2021-2022 school year, the transition to Canvas will continue as Schoology is replaced. Because of the population growth of south Lake County which is approximately 45 minutes in drive time from the main and extension campuses, south county residents have limited access to postsecondary technical training programs. Plans to continue adding programs to the ISC located in Clermont are underway.

Plan

The LTC Strategic Plan provides the framework for the updating, refreshing, and future growth of the main and extension campus. 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 underway with LCSB, City of Tavares, Lake County Government, Lake Sumter State College and others to explore partnership opportunities and unique solutions for expansion. The administration will continue to explore renovations of facilities when funding is available, new funding sources, and/or partnership opportunities.

RESPONSIBILITY FOR IMPLEMENTATION

The institution's Executive Director and the administrative team develop the three-year vision for facility and campus improvements required to best serve the students and the communities, and the Executive Director presents the vision to the Board of Directors. Once approved by the Board, the Executive Director and the Assistant Director for Facilities work closely with LCSB to incorporate the needs into the LCSB Master Plan. The Assistant Director for Facilities coordinates activities with the assistance and input of the Executive Director, the administrative team, LTC's instructional, non-instructional, and custodial staff, and the LCSB staff.

EVALUATION OF PHYSICAL RESOURCES AND TECHNICAL INFRASTRUCTURE

The administrative team reviews the plan annually, and necessary adjustments to the plan are made as needed.

**ONGOING OPERATION AND
MAINTENANCE OF ALL
PHYSICAL FACILITIES, TECHNICAL
INFRASTRUCTURE AND DISTANCE
EDUCATION INFRASTRUCTURE PLAN**

PURPOSE

The purpose of the Ongoing Operation and Maintenance of all Physical Facilities, Technical Infrastructure, and Distance Education Infrastructure Plan is to ensure the institution places emphasis on the ongoing operation and maintenance of all physical facilities, technical infrastructure, and distance education.

PERSONNEL

The Executive Director and the Assistant Director of Facilities develop and coordinate activities with the assistance and input of the instructional, non-instructional, custodial staff and with support from the Lake County School Board (LCSB). As a conversion charter institution, LTC is responsible for custodial 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 custodial staff based on need and budget. The decision was made for the 2021-2022 school year to outsource custodial services to a private company. These services follow a schedule created by the Director of Operations. A facilities assistant will be employed at each campus (main and extension) beginning July 1, 2021 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.

Lake County School Board, provides the technical infrastructure, computer update, and the maintenance for the campus computers. The institution's servers are housed in an equipment 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 Technician who is capable of designing, setting up, and maintaining the institution's technology infrastructure at all campuses, including the Instructional Service Center (ISC) in Tavares. The wireless system is maintained by the Lake Sumter State College staff at the ISC in Clermont. LTC also employs a Career and Technology Specialist to design, implement, and manage web-based and distance education efforts.

EQUIPMENT AND SUPPLIES

Appropriate equipment and supplies for maintenance and housekeeping will be 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 Assistant Director of Facilities. Appropriate storage space is allocated for maintenance supplies.

Safety Data Sheet (SDS) information is available for all cleaning materials, and the custodians 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 Assistant Director of Facilities or his/her Administrative Assistant.

Fire extinguishers at the main and extension campuses are evaluated regularly for operational status. Restroom supplies are maintained in sufficient amounts to keep these areas appropriately cleaned and stocked. Custodial services and supplies are provided by Lake Sumter State College at the ISC in Clermont and by LTC at the ISC in Tavares.

During the 2021-2022 school year, the transition to Canvas will continue as Schoology is replaced. The Career and Technology Specialist oversees courses delivered via distance education and works closely with faculty who teach in the distance education program.

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.

AVAILABILITY OF THE PLAN TO EMPLOYEES AND STUDENTS

The plan is available to students, staff, and the public on the LTC website.

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 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. Since the advent of COVID-19 a robust re-opening plan using the State of Florida template and is available on the LTC intranet.

REPORTING AND INVESTIGATING INCIDENTS

The safety of each student, visitor and staff member shall be considered of paramount importance; therefore, prompt and efficient treatment of all accidents is necessary. All faculty, staff, and administration are responsible to report to the Assistant Director of Facilities any safety issues that they identify. Student information is located in the Admissions Office listing emergency contacts, parental permission to act in emergency situations, as appropriate, and notations of any unusual health conditions. The Executive Director shall be notified immediately when serious accidents occur. LCSB Risk Management conducts all investigations of accidents and/or incidents.

Student Accidents

When a student has an accident, whether on campus or off campus at a school-related activity, the faculty member in charge or witnessing the student's accident must complete the LCSB approved Accident Report, turning it in to the Senior Executive Assistant before the end of the day of the accident. The accident report is then reviewed by the administration and submitted to LCSB Risk Management within 24 hours. No copies are to be made for the school as per LCSB policy regarding confidentiality. Additionally, accidents at the Instructional Service Center shall be reported to Lake Sumter State College's Campus Security.

Visitor Incidents

If a visitor has an accident/incident on campus, the staff member witnessing the incident must complete the LCSB approved Incident Report, turning it in to the Senior Executive Assistant before the end of the day of the accident/incident. Incidents at the Instructional Service Center shall be reported to Lake Sumter State College's Campus Security.

Staff Accidents

If a LTC staff member has an accident, the injured staff member must report to the Senior Executive Assistant before the end of the day of the accident to complete the LCSB approved Accident Report.

All accidents and incidents that occur at LTC are investigated by a member of the administrative team, and the results are shared with the Executive Director. Corrective actions are noted on the appropriate Accident or Incident Report.

EMERGENCY RESPONSE AND CRISIS MANAGEMENT PLAN

LCSB develops and annually updates the Emergency Response and Crisis Management Plan that ensures the health and safety of the institution's employees, students, and guests, and LTC follows the established procedures. The plan consists of LCSB district-wide protocols for response, evacuation, medical, student welfare, violence and crime, natural disaster, facility, and hazardous materials. LCSB also develops and annually updates the Health Coordinator Manual that includes such topics as Automatic External Defibrillator (AED) information, blood borne pathogens, Right to Know information, and first aid emergency care, and LTC follows the established procedures.

Using the LCSB template, LTC develops the School Emergency Plan which is reviewed by LTC's Employee Workplace Safety Committee and the administration and updated annually.

DISTRIBUTED TO EMPLOYEES AND MADE AVAILABLE TO STUDENTS

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 for student access. Students are informed of the institution's safety policies and procedures during school and program orientations, and safety information is available in the catalog and posted on the school's website.

EVALUATION OF THE PLAN

In addition to the input received from the Safety and Security Services department with Lake County Schools, suggestions for health and safety are received from a variety of sources such as program advisory committees, students, as well as faculty and staff climate surveys. Feedback from the annual climate surveys completed by students, faculty, and staff provide additional input for identifying and eliminating potential safety hazards on campus. The administrative team discusses the input received and annually reviews and revises the plan as needed. The plan for assuring the health and safety of LTC's employees, students, and guests has been distributed to staff via the LTC intranet and is available to students and the public on the LTC website. The Emergency Response Information Portal (ERIP) established by LCSB and utilized by LTC is not available to students or the public per LCSB mandates.

PROTECTION OF THE INSTITUTION'S TECHNICAL INFRASTRUCTURE PLAN

PURPOSE

The purpose of this plan is to ensure privacy, safety, and security of data contained within the technical infrastructure of the institution networks.

ENSURES THE PRIVACY, SAFETY, AND SECURITY OF DATA CONTAINED WITHIN INSTITUTIONAL NETWORKS

LTC complies with Title 17 of the United States Code and Title IV of the Higher Education Opportunity Act. The institution's computers are connected to the network provided by LCSB, which uses Cisco Ironport web filtering.

LTC's online application has been configured so that social security numbers, credit card numbers, checking account numbers, home addresses, telephone numbers, and other personal information is not stored. Because this information is not stored on the system, student data is adequately protected against the theft of sensitive information. The filters on the LCSB email server provides 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.

The institution's servers are housed in an equipment room, located on the main campus, which is always locked. Access to the equipment room is limited to LTC authorized personnel only.

Secured data storage is on high-availability NetApp Filers which provide the first level of data security using RAID 4 protection. The storage environment has been designed using clustered head units, which ensure that no data is lost should a head unit fail. Client data is stored on the head units themselves.

LTC has an infrastructure in place for distance education programs to ensure the system is secure, reliable, safe, and private in regard to student records. Online login information is password protected and on a secure server hosted and maintained by Schoology. During the 2021-2022 school year, the transition to Canvas will continue as Schoology is replaced. 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 Schoology system 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 receives a LTC photo ID during the program registration process, and that ID is required to be worn on orientation day/first day of class to be verified by the faculty member.

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

LTC's partnership (sponsorship) provides the network services for faculty, staff and student computers by following LCSB's policies and protocols.

ENSURES EMERGENCY BACKUPS FOR ALL TECHNICAL SERVICES WHETHER PROVIDED DIRECTLY BY THE INSTITUTION OR THROUGH CONTRACTUAL ARRANGEMENTS

The institution's file servers also have a snapshot capability used for quick access to storage checkpoints. Snapshots are near-instantaneous, transparent, read-only, online copies of the active file systems, and IT staff can quickly recover deleted or modified files without the need to restore from tape backups that are stored offsite. Snapshots are performed daily and kept for up to 30 days. As a further measure of data protection, the Managed hosting team utilizes a separate set of high-availability filers in a separate datacenter. This second set of filers also referred to as Nearstore destination filers, mirror the same data and retention from the source. This added layer protects data in the event of site disasters. Both the file system snapshots and the database backups are stored on disk with specific retention periods for more efficient recovery.

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. Hard copy permanent student records are securely stored in locked, fireproof vaults. Since 1990, duplicate electronic student records are maintained. Two systems, the Technology Online Management (TOM) system and Skyward, are used to maintain electronic records and are backed up on a regular schedule. The TOM system backups are kept at an offsite location.

IS EVALUATED ANNUALLY

Throughout the year, the administrative team discusses input received about protection of the institution's technical infrastructure plan, and annually reviews and evaluates the plan. Revisions to the plan are made as needed.

BASIC INFORMATION ABOUT THE PLAN IS AVAILABLE TO THE ADMINISTRATION, FACULTY, STAFF, AND STUDENTS UPON REQUEST

Basic information about the protection of the institution's technical infrastructure plan is provided to administration, faculty, staff and students as requested.



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 will be defined as the percentage of first-time enrolled students who persist to complete 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 advisors are essential for helping students enroll in the right program for the right reason and then providing 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 will lead to success in their program.

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.

5. Combining the Strength of all Resources

Student retention is everyone's responsibility. Whether a faculty member, 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 cluster leaders input is provided with regard to student retention and challenges surrounding student achievement. A sampling of students are polled during the year in order to provide input from their perspective.

EVALUATION ON AN ANNUAL BASIS

Program surveys will include retention questions and informal surveys will be available during the year so students can provide data.

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

The plan is revised as needed based on annual data.

RETENTION RESULTS SHARED WITH FACULTY AND STAFF

The administration will discuss retention results with the faculty and staff throughout the year, and a school-wide summary of the retention results will be shared at the last faculty meeting of the year as well as the first one of the new year. The admissions, business office, and financial aid staff will receive the results during a fall and spring meeting each year.



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 SERVICES

LTC's Career and Technology Specialist, who reports to the Director for 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 are aided in job placement by: referral to employers, resources and the appropriate agencies. Students are requested to meet with faculty to discuss their employment goals.

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. This service may be utilized either during enrollment at Lake Tech or upon completion of a certificate program.

The Career Services link <http://www.laketech.org/current-students/career-services>, located on the institution's website, serves as a communication tool between area employers, the staff, and students. This provides the opportunity for students enrolled at the Extension Campus and the Instructional Service Centers to access the same information as students enrolled at the Main campus. Current job listings are also posted in both program areas and in the rear lobby of the front building. Recruiter days coordinated by specific program faculty are held throughout the year. Social media is also used as a communication tool.

COMMUNICATION NETWORK BETWEEN THE PLACEMENT COORDINATOR, 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, monitors placement and retention rates, and disseminates 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.laketech.org/current-students/career-services>, located on the institution's website, serves as a communication tool between area employers, staff, and students. Current job listings are also posted in both program areas and in the rear lobby of the Building One. Recruiter days coordinated by specific program faculty are held throughout the year. Social media is also used as a communication tool.

FILE/LISTING 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 current job listings are also posted in both program areas and in the rear lobby of the Building One. Job postings submitted through email are maintained electronically in the LCSB email system. Students receive notices of job fairs hosted by CareerSource 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 welcomed to attend.

COUNSELING OF STUDENTS

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. Florida Shines (www.floridashines.org), another counseling tool, is available to students through the LTC website.

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 TOM system which is available to all faculty and select staff. The data is used to determine program sustainability as

well as for the COE Annual Report to measure the success of achieving the institution's mission.

REGULARLY EVALUATED/REVISED TO IMPROVE THE EFFECTIVENESS OF PLACEMENT SERVICES

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.

EVALUATION OF DATA SHARED WITH FACULTY AND STAFF

The administration will discuss placement results with the faculty and staff throughout the year, and a school-wide summary of the placement results will be shared at the last faculty meeting of the year as well as the first one of the new year. The admissions, business office, and financial aid staff will receive the results during a fall and spring meeting each year.

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.

IDENTIFICATION OF RESPONSIBILITY 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. Two career advisors will counsel with each student and begin to assess the student's educational needs, need for support services, and/or accommodations. If applicable career pathways are explored through Florida Shines (www.floridashines.org), which is available to students through the LTC website. This site provides information about various careers available. LTC employs a Special Populations Coordinator who works with students who self-disclose to establish applicable accommodations. The Coordinator reviews 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.

EVALUATED ON AN ANNUAL BASIS

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

- Biannually, current students at all locations complete program evaluations which include questions about student personnel services.
- Annually, students, faculty and staff complete the Climate Survey.
- Electronic surveys sent to potential student who interact (e.g. testing) with student personnel.
- Surveys are completed by each student when he/she exits the program.

The survey data is stored on the institution's Technology Online Management (TOM) system and/or with Administration.

At the end of each semester, administration reviews the program evaluation report related to student personnel services, and adjustments to customer service and/or procedures will be revised as needed. The program evaluation and Climate Survey data related to student personnel services is reviewed by the administrative team annually.

EVALUATION OF DATA SHARED WITH FACULTY AND STAFF

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 personnel services.