AQIP Category One: Helping Students Learn
Coaching for Academic Success

1P1 – Designing, aligning and delivering co-curricular activities to support learning

The Coaching for Academic Success (CAS) program was created in 2014 for students enrolled in pre-college/developmental math, English and English Language Instruction classes. Each pre-college class is assigned an academic success coach. Coaches work collaboratively with faculty to assist students needing additional support for concerns such as time management, study skills, accessing CLC resources and motivation. Faculty submit early alert notifications at any point during the term and coaches follow up with students. Students can also self-refer to their assigned coach.

Academic coaches:
• Work with students to identify, define and achieve their academic, career and personal goals
• Motivate students to succeed in coursework and strengthen confidence
• Refer students to CLC resources such as tutoring, advising, counseling, financial aid and student life
• Help students understand and track their academic progress
• Guide students in improving time management skills
• Show students how to maximize their CLC education.

Through the Coaching for Academic Success program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who interact with an academic coach:

<table>
<thead>
<tr>
<th>CAS learning outcome</th>
<th>CAS learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify areas of strength and challenge related to managing academic,</td>
<td>• Student explains how to prioritize immediate tasks/assignments versus longer term goals</td>
<td>Critical thinking</td>
<td>Student survey during term Student survey end of term Goal worksheet Weekly time grid CLC critical thinking rubric</td>
</tr>
<tr>
<td>employment and personal responsibilities</td>
<td>• Student identifies impact of hours worked per week against academic and personal responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student articulates alignment or misalignment of stated goals versus demonstrated behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student constructs weekly time management schedule/plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate skill in navigating college culture and utilizing College of</td>
<td>• Student demonstrates ability to navigate Blackboard and check grades</td>
<td>Information literacy</td>
<td>Student survey end of term End of term performance data Matching CAS data against peer department data (e.g., tutoring) Faculty survey CLC information literacy rubric</td>
</tr>
<tr>
<td>Lake County resources</td>
<td>• Student demonstrates ability to read and respond to CLC email at least three times per week</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Student completes meeting with advisor/counselor to create/update Academic Completion Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Student completes meeting with instructor during office hours or before/after class</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Students will demonstrate the ability to effectively and professionally communicate | • Student demonstrates ability to communicate at least once per month with instructor  
• Student completes at least one face-to-face meeting with coach  
• Student demonstrates ability to compose clear, concise and professional email message | Oral communication  
Writing | Student survey  
Faculty survey  
Coach feedback  
End of term coach data  
CLC oral communication rubric |
|---|---|---|---|
| Students will demonstrate self-advocacy and self-efficacy development, helping them to take proactive steps, independently find solutions and solve problems | • Student explains a problem/concern and identifies at least one option to resolve problem/concern  
• Student identifies at least three CLC programs, offices or departments that support student learning and success | Critical thinking | Student survey  
Frequency of interaction with coach  
Response to caseload emails  
CLC critical thinking rubric |

10/27/16
AQIP Category One: Helping Students Learn
New Student Orientation

1P1 – Designing, aligning and delivering co-curricular activities to support learning

The mission of the New Student Orientation Program is to provide incoming students a welcoming experience and successful transition to the College of Lake County. Through participation in a New Student Orientation program, students will:

- Interact with students, and staff
- Learn about a variety of educational opportunities
- Discover student services and campus resources
- Develop an Academic Completion Plan to map out their program progress at CLC
- Register for their initial semester courses

CLC educates and encourages students to play an active role in their academic and personal growth. Students will partner with CLC staff and students during the New Student Orientation process and beyond as they pursue their personal goals and contribute to our diverse community.

One of the main objectives that students express is of utmost importance that they receive in orientation is their course schedule for the semester. Along with this critical information, students are provided guidance on where to access college information, with particular emphasis on:

- Accessing MyStudentCenter
- Academic information pertaining to being a student (policies and procedures)
- Financial Aid information
- Campus tours
- Advising for course selection, and college transition and expectations

Through the New Student Orientation program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who interact with an Academic Advisor:

<table>
<thead>
<tr>
<th>New Student Orientation learning outcome</th>
<th>New Student Orientation learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify their educational goals and demonstrate their interest in selecting a program of study</td>
<td>• Students will work with an advisor to identify their educational goals through development of an Academic Completion Plan</td>
<td>Critical Thinking</td>
<td>Student will have an Academic Completion Plan on File</td>
</tr>
<tr>
<td>Students will demonstrate skill in utilizing College technology to gain information regarding their academic records and standing at College of Lake County</td>
<td>• Students will work with peers to understand and demonstrate ability to access MyStudentCenter in College Student Information System (SIS)</td>
<td>Information literacy Critical Thinking Technological Competency</td>
<td>Student evaluation of NSO</td>
</tr>
</tbody>
</table>
| **Students will develop an understanding of how to successfully navigate the College of Lake County campus for classroom and department access** | • Students will complete a tour of the campus to familiarize themselves with the facilities  
• Learn to seek out resources from the college | **Information Literacy** | **Student will complete evaluation of tour at end of NSO** |
|---|---|---|---|
| **Students will learn to identify resources available to assist them in achieving their academic goals.** | **Students will work with an advisor to develop an Academic Completion Plan** | **Critical thinking**  
**Information Literacy** | **Student will have an Academic Completion Plan on File** |
| **Students will have an understanding of their chosen program of study, and a clear direction on successfully completing their program of study** | • Students will participate in an interactive workshop with peers and college staff explaining college policies and procedures | **Critical Thinking**  
**Oral Communication** | **Student will complete evaluation at completion of NSO** |
| **Students will understand the process to register for classes** | • Students will participate in a registration workshop | **Critical Thinking**  
**Information Literacy** | **Student will have a schedule of courses** |
| **Students will have an understanding of the academic policies and procedures that impact their educational progress** | **Students will work with an advisor to develop an Academic Completion Plan** | **Critical thinking**  
**Information Literacy** | **Student will have an Academic Completion Plan on File** |
| **Students will gain an understanding of time management skills in regard to study time needed to be successful in college classes** | **Students will work with an advisor to develop an Academic Completion Plan** | **Critical thinking**  
**Information Literacy** | **Student will have an Academic Completion Plan on File** |
TRIO-Student Support Services

1P1 – Designing, aligning, and delivering co-curricular activities to support learning

TRIO-Student Support Services (SSS) is a program that is supported through the U.S. Department of Education and designed to increase the retention and graduation rates of participants at funded institutions. The SSS grant-funded program has been at CLC since 2010. Each grant cycle is funded for five years, and CLC is currently in year two of its second grant cycle.

To qualify for participation in SSS, students must be first-generation, low-income, and/or have a documented disability. Students must also be a U.S. citizen or a permanent resident. Upon acceptance into SSS, students are assigned to a TRIO adviser who works with them on a variety of topics to include completing the FAFSA, developing an academic road map for success, and identifying and overcoming any academic barriers. Students are required to meet with their assigned adviser at least twice per semester to update the academic plan of action but are encouraged to meet more regularly.

The role of the TRIO-Student Support Services adviser includes the following responsibilities:

- Work with students to identify academic goals and develop course of action to meet goals
- Provide assistance with preparing the Free Application for Federal Student Aid (FAFSA)
- Assist students in finding and applying for additional financial aid resources
- Expose students to other college/university campuses through site visits
- Provide assistance to students who are applying to other colleges/universities
- Identify topics for workshops that will address areas of concern and strengthen students’ academic performance
- Refer students to additional resources on CLC campus

Using predetermined performance measures from the U.S. Department of Education – aligned with the college’s learning outcomes – the intended outcomes from students who interact with TRIO advisers are as follows:

<table>
<thead>
<tr>
<th>TRIO Learning Outcome</th>
<th>TRIO Learning Outcome Strategies</th>
<th>Alignment with CLC Learning Outcomes</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will become more independent in the area of managing financial responsibilities</td>
<td>●Student learns to navigate federal website to complete FAFSA and other financial aid programs ○Student gains understanding of impact of family and personal income on amount of financial aid awarded ○Student develops knowledge of multiple forms of financial aid (e.g. scholarships, loans, grants) ○Student attends financial literacy workshops to foster positive relationship with money</td>
<td>Critical thinking ○Quantitative literacy ○Technological competency</td>
<td>FAFSA electronic application ○SAR-Student Aid Report ○Student Support Services signature form ○Applicable CLC rubric(s)</td>
</tr>
<tr>
<td>Students will identify and overcome areas of academic challenge</td>
<td>●Student builds confidence to discuss areas of concern with TRIO adviser ○Student develops plan of action with adviser to include tutoring and other learning support</td>
<td>Information literacy ○Oral communication ○Quantitative literacy</td>
<td>Data entered into Student Access ○End-of-course grade/data</td>
</tr>
</tbody>
</table>
| Students will demonstrate self-advocacy and self-efficacy development to determine academic path | ● Student demonstrates skills to determine whether a course is applicable to his/her course of study (course selection)  
● Student completes meetings with TRIO adviser to discuss course selection and update academic road map (academic plan)  
● Student visits universities with TRIO to determine best fit and value in transfer institution | Critical thinking  
Information literacy | Academic road map  
Academic transcript  
Adviser commentary  
Collected data in Student Access  
Applicable CLC rubric(s) |
| Students will develop key skills through social interactions with peers to reinforce sense of belonging at CLC | ● Peer mentors enhance leadership skills necessary for personal and career growth  
● Student regularly meets with peer mentor to develop social and academic skills  
● Student learns, through social interactions, how to cultivate relationships with others who may not share same background  
● Student identifies campus resources that support diversity | Oral communication  
Diversity and social justice | Mentoring documentation forms  
Student surveys  
Frequency of interaction with mentors  
Applicable CLC rubric(s) |
AQIP Category One: Helping Students Learn
Multicultural Student Center (MSC): Men of Vision (MOV) and Sister2Sister (S2S)

1P1 – Designing, aligning and delivering co-curricular activities to support learning

MOV and S2S are CLC’s chapters of national organizations Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS), respectively. MOV is open to any student who identifies as male, and S2S is open to any student who identifies as female, but both groups target students of color.

MOV and S2S:
• Teaches/trains student members leadership skills.
• Teaches civic engagement and community service.
• Provides student members opportunities to conduct programs and activities that inform the College community about their accomplishments and their efforts to reach out to students, particularly students of color.
• Provides student members with supports including faculty and staff advisors, peer mentors, professional mentors, and academic success coaches.
• Provides student members opportunities to work collaboratively with brother and sister chapters at other schools and with SAAB and SAAS national organizations.
• Provides student members opportunities for joint programs and activities between the gendered groups.
• Provides CLC students, CLC community, local high schools and middle schools, and peer colleges opportunities to participate in Man Up and Beyond the Makeup student success conferences.
• Provides current and incoming/prospective students with a summer bridge program.

Through the Peer Mentor program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who are involved:

<table>
<thead>
<tr>
<th>MOV &amp; S2S learning outcome</th>
<th>MOV &amp; S2S learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student members learn leadership skills.</td>
<td>A joint leadership retreat is held at the beginning of each semester; advisors and professional mentors facilitate leadership workshops throughout the year; students attend College and other leadership workshops. Workshops include problem-solving, presentation and communication skills.</td>
<td>Critical Thinking, Oral Communication, Leadership</td>
<td>Learning Outcomes assessmentrubric</td>
<td>Goal 1: Advance student learning, success and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce.</td>
</tr>
<tr>
<td>Students learn civic engagement, volunteerism and community service</td>
<td>Both groups participate in Campus Leaders for Community Service (CLCS), which requires 10 hours per semester of combined on-campus and community service</td>
<td>Diversity and Social Justice, Leadership, Community and Civic Engagement</td>
<td>CLCS program project completion requirement, Learning Outcomes assessmentrubric</td>
<td>Goal 1, Goal 3: Promote excellence in the areas of Diversity, Global Engagement, Sustainability, and Wellness as strengths within the college and Lake County community.</td>
</tr>
</tbody>
</table>
The college will strive to build an inclusive community that recognizes, values and respects people of all cultures and ways of life while cultivating social justice, global citizenship and environmental responsibility.

| Student members learn how to conduct presentations and activities | Students report on projects within their group, participate in panels and workshops (often about issues of diversity) for the college community, and meet with/reach out to high school and middle school students | Oral Communication, Information Literacy, Leadership | Learning Outcomes assessment rubric | Goal 1, Goal 3

| Student members learn how to engage with and utilize various support staff and services | Students develop key relationships with staff, faculty and peers; learn how to utilize student services; inform their own world views with knowledge and experience gained in these relationships | Information Literacy | Learning Outcomes assessment rubric | Goal 1, Goal 3

| Student members learn how to work collaboratively with similar high school and college groups, and with brother/sister national organizations. | Students act as hosts, mentors or peers during high school and college visits, student success conferences, and Bridget to Success summer program; participate/attend national organization conferences | Oral Communication, Diversity and Social Justice; Community and Civic Engagement; Teamwork and Collaboration | Learning Outcomes assessment rubric | Goal 1, Goal 3

| Both gendered groups work collaboratively with each other and learn from one another | Both groups hold joint fundraisers, social activities, leadership trainings, and recruiting efforts; advisors, professional mentors and student officers participate in joint meetings bi-weekly | Oral Communication, Diversity and Social Justice; Teamwork and Collaboration | Learning Outcomes assessment rubric | Goal 1, Goal 3
| Current members and incoming/prospective students participate in MOV & S2S Bridge to Success summer program | Students learn web-design, resume-building, business/character promotion, and digital citizenship; engage in student development and social activities emphasizing leadership and how to be a successful student; participate in 4-year college visits | Technological Competency, Critical Thinking, Quantitative Literacy, Information Literacy, Leadership | Credit-course requirements; Learning Outcomes assessment rubric | Goal 1, Goal 3 |
Succeed at CLC (First-year Experience)/Study Zones Program

1P1 – Designing, aligning and delivering co-curricular activities to support learning

Descriptive of program:
The mission of the Succeed at CLC/Study Zone program is to provide the foundation for a student’s college success. The program exposes students to a variety of learning opportunities through skill based workshops, study and tutoring opportunities, and outreach events which assist them with reaching their educational potential. The Succeed at CLC/Study Zone program assists students with learning how to be active participants in the learning process and to take responsibility for their learning and education. In addition, the Succeed at CLC/Study Zone Program, in partnership with the college community, is determined to work with students to do whatever is necessary to help them reach their educational potential.

Programming Descriptions:
The Succeed at CLC Program is open to all students and offers three categories of programming: Prepare. Study. Connect.

The Mini Workshops focus on topics related to academic success and are offered in a 50-minute format. Some sessions are paired with Study Zone sessions; others are held separately. Examples of topics include “Improve Your Note-Taking Skills,” “Study Smarter,” Undecided? Exploring Careers and Choosing a Major,” “Making the Most of Your Math Class,” and “Leadership.”

The Study Zones are daily study sessions held from 9 a.m.-3 p.m. in the Grayslake Campus Library’s Esper Reading Room and they offer a focused, friendly study environment that includes access to laptop computers and easy access to the Tutoring Center.

The Connect Events provide students with opportunities to meet new people, network and participate in activities that help move one closer to his/her educational, career and personal goals. They include Transfer College Fairs and Job Fairs.

Students who participate in the Succeed at CLC Program/Study Zones will:
- Learn to take responsibility for their learning and education
- Participate actively in the learning process
- Seek out resources provided by the college
- Explore opportunities for involvement in the college

Through the Succeed at CLC/Study Zones program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who interact with the Succeed at CLC/Study Zones staff:

<table>
<thead>
<tr>
<th>Succeed at CLC/Study Zones learning outcome</th>
<th>Succeed at CLC/Study Zones learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare Events Learning Outcomes: Students will achieve improved competency in writing, note-taking, active reading, critical thinking and reasoning skills to be able to master college-level work.</td>
<td>Students will attend a workshop facilitated by an advisor that focuses on specific skill based learning strategies to improve success in educational learning.</td>
<td>Information Literacy Quantitative Literacy Critical Thinking</td>
<td>Student Pre-Assessment and Post-Assessment</td>
</tr>
<tr>
<td>Students will exhibit effective time management skills by balancing academic work with</td>
<td></td>
<td></td>
<td>Student will complete an evaluation at the end of each workshop. Data collection of attendees.</td>
</tr>
</tbody>
</table>
other activities such as social life, work, family and co-curricular activities.

Students will build relationships with faculty, staff and peers.

Students will participate actively in the learning process.

**Study Zones Learning Outcomes:**
Students will achieve improved competency in writing, note-taking, active reading, critical thinking and reasoning skills to be able to master college-level work.

Students will exhibit effective time management skills by balancing academic work with other activities such as social life, work, family and co-curricular activities.

Students will build relationships with faculty, staff and peers.

Students will participate actively in the learning process.

Students will work with peers and CLC tutors to improve study skills to enhance their educational learning.

**Critical Thinking**

**Writing**

**Reading**

**Diversity and Social Justice**

Data collection of attendees.

Data collection of Tutoring Center usage.

**Connect Events Learning Outcomes:**
Students will explore opportunities for involvement in the College of Lake County.

Students will build relationships with faculty, staff and peers.

Students will participate actively in the learning process.

Students will seek out resources provided by the college, community, and four-year universities.

**Information Literacy**

**Oral communication**

**Diversity and Social Justice**

Data collection of attendees.
The Student-Athlete Orientation was launched in 2015 and is exclusively geared towards student-athletes. It was created to inform the athletes of their obligations as a student-athlete as well as the available support services. It is a mandatory event for all athletes to attend.

The Athlete Orientation provides information on:
- Introducing athletics staff members
- Title IX Information
- Code of Conduct
- Facilities / Equipment Usage
- Sports Information
- Athletes Leading Academic Success (ATLAS) Program
- NJCAA Eligibility
- Transfer Rules
- Payment Plans / Athletics Scholarships
- Account Holds

Through the athlete orientation, the following learning outcomes, aligned with the college’s learning outcomes, are expected from student-athletes after participation in the orientation:

<table>
<thead>
<tr>
<th>Orientation learning outcome</th>
<th>Orientation learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-athletes will learn the benefits of the ATLAS program and their academic obligations as a student-athlete.</td>
<td>The ATLAS Coordinator and Director of Athletics will give a presentation at the orientation session. Each athlete is also required to schedule a meeting with the ATLAS Coordinator prior to athletics participation.</td>
<td>Information Literacy</td>
<td>Learning Outcomes rubric.</td>
<td>Goal 1: Advance student learning, success, and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce.</td>
</tr>
<tr>
<td>Student-athletes will meet and socialize with other incoming athletes.</td>
<td>Conduct introductions and “ice breaker” activities. Each sport team will meet independently after the group session as well.</td>
<td>Oral Communication Writing</td>
<td>Learning Outcomes assessment rubric.</td>
<td>Goal 1</td>
</tr>
<tr>
<td>Student-athletes will understand Title IX and</td>
<td>The Title IX Coordinator will do a presentation on Title IX, which will</td>
<td>Diversity and Social Justice</td>
<td>Mandatory Title IX Training on “Not Anymore” program</td>
<td>Goal 3: Promote excellence in</td>
</tr>
<tr>
<td>Student-athletes will understand NJCAA eligibility &amp; compliance rules.</td>
<td>Director of Athletics will give a presentation on NJCAA Eligibility &amp; Compliance Rules. Handouts will be created and given to the athletes. Online resources will be made available as well.</td>
<td>Information Literacy</td>
<td>ATLAS Student-Athlete Contract. Learning Outcomes assessment rubric.</td>
<td>Goal 1, Goal 2: Maximize educational opportunity and equity in student outcomes. The college will enhance, develop, and promote educational opportunities and work to increase enrollment and external partnerships.</td>
</tr>
</tbody>
</table>
AQIP Category One: Helping Students Learn
Athletes Leading Academic Success (ATLAS) Program

1P1 – Designing, aligning and delivering co-curricular activities to support learning

The Athletes Leading Academic Success (ATLAS) program was launched in 2016 and is exclusively geared towards student-athletes. It was created to exercise the leverage of athletics participation to stimulate academic success and completion among student-athletes. Although athletics is extracurricular in nature, the ATLAS program ties athletics participation directly to academic progress and performance. It certainly has its own learning outcomes, though more importantly it supports the learning outcomes of all academic courses for student-athletes.

The core ATLAS services include:
- Mandatory study halls and tutoring sessions
- Scheduled and random individual class progress reports
- Refer students to CLC resources such as tutoring, advising, counseling, financial aid, etc.
- Education and tracking on NJCAA academic eligibility standards
- Guidance on 4-year intercollegiate athletic transfer opportunities
- Honoring high academic achievers
- Promoting student-athlete success stories

Through the ATLAS program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from student-athletes in the ATLAS program:

<table>
<thead>
<tr>
<th>ATLAS learning outcome</th>
<th>ATLAS learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-athletes will have ample time to study and/or receive support services amid a busy athletics schedule.</td>
<td>Mandatory study halls and/or tutoring sessions for all freshman and returning students below a 3.0 GPA.</td>
<td>Information Literacy Reading</td>
<td>Attendance of at least 3 hours per week in study hall or tutoring center is required. Learning Outcomes assessment rubric.</td>
<td>Goal 1: Advance student learning, success, and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce.</td>
</tr>
<tr>
<td>Student-athletes will be provided accountability and identify performance barriers and create a plan to overcome them.</td>
<td>Frequent class progress reports. Individual meetings with ATLAS Coordinator and academic contracts.</td>
<td>Critical Thinking</td>
<td>Scheduled progress reports (6 weeks &amp; 10 weeks) in addition to random checks. Academic contracts and study hall attendance reports. Learning Outcomes assessment rubric.</td>
<td>Goal 1, Goal 2: Maximize educational opportunity and equity in student outcomes. The college will enhance, develop, and promote educational opportunities and work to increase enrollment and external partnerships.</td>
</tr>
<tr>
<td>Student-athletes will demonstrate the ability to effectively and professionally communicate.</td>
<td>Required electronic and personal communication with faculty members regarding course</td>
<td>Oral Communication Writing</td>
<td>Faculty feedback and surveys. Learning Outcomes assessment rubric.</td>
<td>Goal 1</td>
</tr>
<tr>
<td>Description</td>
<td>Objectives</td>
<td>Outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes will be broadly recognized for high academic achievement among the diverse sport rosters.</td>
<td>Diversity and Social Justice; Leadership</td>
<td>NJCAA and Skyway Conference academic award honorees. Learning Outcomes assessment rubric.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes will proactively prepare to meet NJCAA academic eligibility standards as well as 4-year transfer opportunities.</td>
<td>Information Literacy</td>
<td>Transfer rate for student-athletes. Learning Outcomes assessment rubric.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes will demonstrate tolerance towards Title IX and other gender equity issues.</td>
<td>Diversity and Social Justice</td>
<td>Individual completion of the online training program. Learning Outcomes assessment rubric.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AQIP Category One: Helping Students Learn
Student Activities: Clubs and Organizations

1P1 – Designing, aligning and delivering co-curricular activities to support learning

Getting involved on campus is an excellent way for students to learn and develop life-long skills such as leadership, civic engagement, community service and collaboration outside of the classroom. Student clubs and organizations are under the umbrella of the Student Government Association (SGA), housed in the Student Activities Office of the department of Student Life. Each club is facilitated by a Board approved staff or faculty member as an Advisor and many clubs have one or more Co-Advisors.

Clubs and Organizations:
- Provide consistent, diverse and multiple opportunities for involvement and student development outside of the classroom with over 40 student groups
- Provide leadership opportunities through executive officer roles as well as senator roles in SGA
- Offer student worker positions within SGA, select co-curricular programs such as The Chronicle student newspaper, and as Peer Mentors
- Provide faculty and staff guidance and support through Advisor and Co-Advisor roles
- Teach civic engagement and community service through Campus Leaders for Community Service (CLCS) requirements and other activities
- Teach budgeting skills with Student Activity Fee funding and fundraising skills through revenue activities

Through CLC clubs and organizations, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who are involved:

<table>
<thead>
<tr>
<th>Club/Org. learning outcome</th>
<th>Club/Org. learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will articulate department policies and procedures, and develop, follow and make decisions based on their constitution/bylaws</td>
<td>Student leaders create their own constitutions/bylaws and vet them through the membership; leadership facilitates weekly meetings about club matters and use internal governance process</td>
<td>Critical Thinking</td>
<td>Club Manual constitution guidelines, club/org. committee reports, co-curricular transcripts, Learning Outcomes assessment rubric</td>
<td>Goal 1: Advance student learning, success and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce.</td>
</tr>
<tr>
<td>Especially multicultural club students will gain knowledge of demographic categories and social identity</td>
<td>Student workers receive diversity, TIX and Clery training; student clubs participate in Campus Leaders for Community Engagement</td>
<td>Diversity and Social Justice; Community and Civic Engagement</td>
<td>CLCS project forms, co-curricular transcripts, Learning Outcomes assessment rubric</td>
<td>Goal 3: Promote excellence in the areas of Diversity,</td>
</tr>
<tr>
<td>Student workers will learn office and College policies and procedures; provide accurate College information to students and other visitors during their work hours/office hours</td>
<td>Student workers and leadership are trained in office procedures and customer service</td>
<td>Information Literacy</td>
<td>Student Worker Handbook/job requirements, Learning Outcomes assessment rubric</td>
<td>Goal 1, Goal 2: Maximize educational opportunity and equity in student outcomes. The college will enhance, develop and promote educational opportunities and work to increase enrollment and external partnerships.</td>
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<tr>
<td>Service; student clubs compete for community service and sustainability project awards; students serve as panel members on various</td>
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<tr>
<td>labels, such as race, ethnicity, and gender; appreciate and celebrate cultural differences; and become culturally aware and sensitive to others’ needs.</td>
<td></td>
<td></td>
<td></td>
<td>Global Engagement, Sustainability, and Wellness as strengths within the college and Lake County community. The college will strive to build an inclusive community that recognizes, values and respects people of all cultures and ways of life while cultivating social justice, global citizenship and environmental responsibility.</td>
</tr>
<tr>
<td>Outcome Description</td>
<td>Competency</td>
<td>Co-curricular Transcripts</td>
<td>Learning Outcomes Assessment Rubric</td>
<td>Goal</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Students will learn data collection and processing, computer software, office equipment and co-curricular technical tools (e.g. Radio Station and student newspaper equipment)</td>
<td>Technology Competency</td>
<td></td>
<td>Co-curricular transcripts, Learning Goals 1, Goal 2</td>
<td></td>
</tr>
<tr>
<td>Student clubs/orgs will learn to develop and propose budgets, create revenue, and overall fiscal responsibility</td>
<td>Quantitative Literacy</td>
<td></td>
<td>Co-curricular transcripts, Learning Goals 1</td>
<td></td>
</tr>
</tbody>
</table>
AQIP Category One: Helping Students Learn
LGBTQ+ Resource Center: Student Programs

1P1 – Designing, aligning and delivering co-curricular activities to support learning

The LBGTQ+ Resource Center works to build and maintain an inclusive campus community. The Center fosters pride, respect, and unity for lesbian, gay, bisexual, transgender, gender fluid, queer/questioning, intersex, asexual and allied populations. It advocates for freedom and knowledge of individual identity, human expression and equal opportunity. Additionally, the Center provides training and education to encourage a safe and comfortable campus climate for LGBTQ+ and allied students, faculty and staff.

The LBGTQ+ Center:

- Provides training for students, staff and faculty on creating a safe and equitable learning environment for LGBTQ+ members of the College community
- Provides interested students a chance to share with and inform College audiences about their experiences at CLC through a Student Speakers Bureau.
- Offers student worker positions within the Center.
- Offers a Q-Buddies peer mentor program.

Through the Center’s student programs, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who are involved:

<table>
<thead>
<tr>
<th>LGBTQ+ Program learning outcome</th>
<th>LGBTQ+ Program learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student workers in the Center help develop and participate in Safe Zone training/hybrid class, which teaches college members to create an equitable learning environment and safe spaces at CLC.</td>
<td>Students serve on panels to share their experiences and give feedback to the Safe Zone class; after the panel, the faculty coordinator will debrief the students to assess whether their involvement has positively contributed to their learning outcomes along with asking them to complete a self-evaluation as a panelist. Students attend a regional conference where they will be asked to submit a blog post describing their experiences, and an evaluation of the conference relating to the learning outcomes and strategic plan.</td>
<td>Diversity and Social Justice, Oral Communication, Technological Competency, Leadership, Community and Civil Engagement</td>
<td>Learning Outcomes assessment rubric, course evaluation, blog post, and self-evaluations</td>
<td>Goal 1: Advance student learning, success and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce. Goal 3: Promote excellence in the areas of Diversity, Global Engagement, Sustainability, and Wellness as strengths within the college and Lake County community. The college will strive to build an inclusive community that recognizes, values and respects people of all cultures and ways of life while</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
<td>Outcomes</td>
<td>Goals</td>
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</tr>
<tr>
<td>Interested students participate in a Student Speakers Bureau who, upon request, attend classes and other events to speak on LGBTQ+ issues</td>
<td>Students are recruited to serve on the bureau and they participate in LGBTQ+ events like film nights and presentations to facilitate discussions and discuss their experiences.</td>
<td>Oral Communication; Leadership</td>
<td><strong>Goal 1, Goal 3</strong></td>
<td></td>
</tr>
<tr>
<td>Student workers are trained in department and College policy and procedures</td>
<td>Student workers receive Student Worker training; also trained as Title IX Responsible Employees and Clery CSAs in compliance with College, state and federal requirements.</td>
<td>Diversity and Social Justice, Information Literacy, Leadership</td>
<td><strong>Goal 1, Goal 3</strong></td>
<td></td>
</tr>
<tr>
<td>Student Q-Buddies (peer mentors) are matched with LGBTQ+ student mentees for assistance and support</td>
<td>Q-Buddies are trained by faculty coordinator in effective communication skills, diversity and social justice issues, LGBTQ+ terms, and the theories of heterosexism/homophobia. They are given reading assignments as part of training.</td>
<td>Diversity and Social Justice, Oral Communication, Leadership</td>
<td><strong>Goal 1, Goal 3</strong></td>
<td></td>
</tr>
</tbody>
</table>
AQIP Category One: Helping Students Learn  
Multicultural Student Center (MSC): Latino Success and Outreach Committee (LSOC)

1P1 – Designing, aligning and delivering co-curricular activities to support learning

Together with the African American Success and Outreach Committee, this committee was created as part of the College’s Student Enrollment Management Plan to reach out to current and prospective students in an effort to aid in the retention of Latino students. The committee created a pilot program in 2015 and tracks a caseload of over 200 students per semester. The program provides various workshops and learning opportunities, as well as college and community supports, and

The LSOC:
- Coordinates outreach programs that increase the presence of CLC to prospective students, targeting the Latino communities within the county.
- Coordinates informational activities for current Latino students and parents.
- Assigns a caseload of at-risk Latino students to members of the committee.

Through the LSOC program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who are involved:

<table>
<thead>
<tr>
<th>LSOC learning outcome</th>
<th>LSOC learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective students are introduced to CLC through community partnerships created by LSCO.</td>
<td>LSCO partners with local churches, youth groups, BPAC (Bilingual Parent Advisory Committees), businesses and other agencies in the Lake County Latino communities to arrange outreach programs and events</td>
<td>Critical Thinking</td>
<td>Learning Outcomes assessment rubric, Survey</td>
<td>Goal 2: Maximize educational opportunity and equity in student outcomes. The college will enhance, develop and promote educational opportunities and work to increase enrollment and external partnerships.</td>
</tr>
<tr>
<td>Current CLC students and their parents learn about college/CLC from participating in success programs.</td>
<td>Open House for new students and parents are offered at the beginning of the semester. This helps students understand the college processes: financial aid, payment plans, creating student email, student support services, etc.</td>
<td>Information Literacy</td>
<td>Learning Outcomes assessment rubric</td>
<td>Goal 1: Advance student learning, success and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce.</td>
</tr>
<tr>
<td>At-risk Latino students are assigned to committee</td>
<td>Each committee members assist, support and track 6 students per semester; students are met with regularly,</td>
<td>Information Literacy</td>
<td>Retention and success rates</td>
<td>Goal 1, Goal 3 Promote excellence in the areas of Diversity, Global Engagement, Sustainability, and</td>
</tr>
<tr>
<td>members as part of a caseload</td>
<td>receive appropriate student services when needed, and are provided other resources to help them be successful.</td>
<td>Wellness as strengths within the college and Lake County community. The college will strive to build an inclusive community that recognizes, values and respects people of all cultures and ways of life while cultivating social justice, global citizenship and environmental responsibility.</td>
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</tbody>
</table>
AQIP Category One: Helping Students Learn
Multicultural Student Center (MSC): Peer Mentor Program

1P1 – Designing, aligning and delivering co-curricular activities to support learning

As research shows, students find out information about their classes and college overall by asking their friends and experienced students at a greater rate than their professors and college offices. Peer mentoring helps to improve academic performance and decrease student attrition. MSC’s Peer Mentor program has proven to be an effective intervention that increases the success and retention of vulnerable students and has consistently shown an increase in persistence ranging from 18% - 23% higher than students who are not in this program, and 100% retention of its peer mentors. The program also provides a newsletter for mentees to reinforce skills like time management and stress relief, and to remind them to register early!

MSC’s Peer Mentor Program:
• Provides student mentors with formal training and skill development for good communication, listening, professionalism, and ethical behavior.
• Provides student mentees with a peer role model who assists students with identifying problems that may interfere with their academic success; refers them to appropriate support services; helps connect them to social and extracurricular activities; and offers information, support and encouragement.
• Provides a monthly newsletter with important college survival tips, college visits, activities and important dates, including registration and commencement.

Through the Peer Mentor program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who are involved:

<table>
<thead>
<tr>
<th>Peer Mentor learning outcome</th>
<th>Club/Org. learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student mentors will learn effective communication skills.</td>
<td>Student mentors are provided a handbook and trained in the art of Active Listening, using “I” messaging and paraphrasing back to the mentee.</td>
<td>Oral Communication</td>
<td>Learning Outcomes assessment rubric</td>
<td>Goal 1: Advance student learning, success and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce.</td>
</tr>
<tr>
<td>Student mentors will learn College policy and procedures, professionalism and ethical behavior, and provide accurate College information to students</td>
<td>Student mentors are student workers who receive diversity, TIX and Clery training, as well as training in professionalism and ethical behavior, per MSC Handbook.</td>
<td>Critical Thinking</td>
<td>MSC Peer Mentor Handbook/job requirements, Learning Outcomes assessment rubric</td>
<td>Goal 1, Goal 3: Promote excellence in the areas of Diversity, Global Engagement, Sustainability, and Wellness as strengths within the college and Lake County community. The college will strive to build an inclusive community that recognizes, values and respects people of all</td>
</tr>
</tbody>
</table>
cultures and ways of life while cultivating social justice, global citizenship and environmental responsibility.

<table>
<thead>
<tr>
<th>Student workers will learn office and College policies and procedures; provide accurate College information to students and other visitors during their work hours/office hours</th>
<th>Student workers and leadership are trained in office procedures and customer service</th>
<th>Information Literacy</th>
<th>Student Worker Handbook/job requirements, Learning Outcomes assessment rubric</th>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student mentors learn leadership skills.</td>
<td>Students attend College and other leadership workshops through the year</td>
<td>Leadership</td>
<td>Student Development Learning Outcomes assessment rubric</td>
<td>Goal 1</td>
</tr>
</tbody>
</table>
1P1 – Designing, aligning and delivering co-curricular activities to support learning

Together with the Latino Success and Outreach Committee, this committee was created as part of the College’s Student Enrollment Management Plan to reach out to current and prospective students in an effort to aid in the retention of African American students. The committee coordinates various programs for outreach to community groups, targeting African Americans and plan to carry a caseload of African American students starting Fall 2017.

The AASOC:
- Coordinates outreach programs that increase the presence of CLC to prospective students, targeting African-American communities within the county.
- Coordinates social, informational and educational activities for current African American students.
- Assigns a caseload of at-risk African American students to members of the committee.

Through the AASOC program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who are involved:

<table>
<thead>
<tr>
<th>AASOC learning outcome</th>
<th>AASOC learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective students are introduced to CLC through community partnerships created by AASOC.</td>
<td>AASOC partners with local churches, youth groups, businesses and other agencies in African American communities to arrange outreach programs and events</td>
<td>Critical Thinking</td>
<td>Learning Outcomes assessment rubric, Survey</td>
<td>Goal 2: Maximize educational opportunity and equity in student outcomes. The college will enhance, develop and promote educational opportunities and work to increase enrollment and external partnerships.</td>
</tr>
<tr>
<td>Current CLC students learn from participating in outreach and success programs.</td>
<td>Students serve on student panels and complete surveys on which they share their experiences at CLC; connect with African American staff/faculty through meet-and-greets; are exposed to HBCUs for potential transfer</td>
<td>Oral Communication, Diversity and Social Justice, Leadership</td>
<td>Learning Outcomes assessment rubric</td>
<td>Goal 1: Advance student learning, success and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce. Goal 3: Promote excellence in the areas of Diversity, Global Engagement, Sustainability, and Wellness as strengths within the college and Lake County community. The college will strive to build an inclusive</td>
</tr>
</tbody>
</table>
A community that recognizes, values and respects people of all cultures and ways of life while cultivating social justice, global citizenship and environmental responsibility.

At-risk students are assigned to committee members as part of a caseload. Each committee member (except those with federal grant restrictions) assist, support and track 7 - 10 students per semester; students are met with regularly, receive appropriate student services when needed, and are provided other resources to help them be successful.

| Information Literacy Learning Outcomes assessment rubric, survey | Goal 1, Goal 3 |
AQIP Category One: Helping Students Learn
Women’s Center: Smart Choices Program

1P1 – Designing, aligning and delivering co-curricular activities to support learning

In an effort to provide students with the tools for success, the Women’s Center offers several year-round workshop series that address issues relevant to our students’ lives at school, at home and in the workplace. The program includes: Personal Development Series, Career Workshop Series and Sexual Violence Elimination (SaVE) Workshop Series. Specific workshops include Harvest and Wellness, Job Searching for Women, and Understanding Consent and Healthy Relationships. While these programs are targeted to student who utilize the Women’s Center, they are open to anyone in the CLC community.

The Smart Choices Program:

- Provides students with knowledge, information and practical skills that impact their school, personal and work lives.
- Empowers and informs students about healthy relationships and provides ongoing sex and gender-based violence prevention and education to support institutional compliance under Title IX and the IL Preventing Sexual Violence and Higher Education Act.
- When appropriate, Women’s Center staff include assistance to students in accessing resources and services (e.g. providing Title IX Coordinator information and community contact to student during consent workshop).

Through the Peer Mentor program, the following learning outcomes, aligned with the college’s learning outcomes, are expected from students who are involved:

<table>
<thead>
<tr>
<th>Smart Choices learning outcome</th>
<th>Smart Choices learning outcome strategies</th>
<th>Alignment with CLC learning outcome</th>
<th>Measurement</th>
<th>Alignment with CLC Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn practical skills that impact their school, personal and work lives.</td>
<td>Students attend workshops on topics such as healthy eating, auto-care, gender-specific reading (book club), international gender concerns, job-searching, divorce, domestic violence, and healthy relationships and consent.</td>
<td>Diversity and Social Justice, Reading, Information Literacy</td>
<td>Learning Outcomes assessment rubric</td>
<td>Goal 1: Advance student learning, success and completion. The college will help students identify and work toward their educational goals and prepare to participate in the workforce.</td>
</tr>
<tr>
<td>Student learn about College and community resources and how to access them</td>
<td>Students are referred and given information about on-campus academic and support services, and local community services; when appropriate, WC staff assist students in accessing the referral service/agency</td>
<td>Information Literacy</td>
<td>Learning Outcomes assessment rubric</td>
<td>Goal 1, Goal 3: Promote excellence in the areas of Diversity, Global Engagement, Sustainability, and Wellness as strengths within the college and Lake County community. The college will strive to build an inclusive community that recognizes, values and respects people of all cultures and ways of living.</td>
</tr>
<tr>
<td>Under the SaVE Series, students learn about their rights under CLC’s Sexual Misconduct and Title IX Policy and Procedures and are referred to appropriate office/resource</td>
<td>When appropriate and necessary, students are assisted by WC staff in making contact with TIX Coordinator and community resources, such as the Zacharias Sexual Abuse Center, who is CLC’s Confidential Advisor, per IL law.</td>
<td>Diversity and Social Justice, Information Literacy, Community and Civil Engagement</td>
<td>Title IX annual report</td>
<td>Goal 1, Goal 3</td>
</tr>
</tbody>
</table>