College of Lake County
Systems Portfolio

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College of Lake County
19351 West Washington Street
Grayslake, IL 60030
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Institutional Overview

0.1 Distinctive institutional features

The College of Lake County (CLC) is a public, non-profit community college, chartered under Illinois law for citizens of Community College District 532, and governed by an elected Board of Trustees. It serves the 640,000 residents of Lake County, Illinois, a rapidly growing suburban area north of Chicago that is home to a population diverse in education, ethnicity, levels of income, and other demographic factors. The county’s communities include wealthy North Shore suburbs; a shrinking rural, agrarian area rapidly being transformed by new housing developments; bedroom communities whose commuter populations travel daily to the Chicago or Milwaukee metropolitan areas; and low-income, urban communities with rising immigrant populations. Approximately 16,000 students attend classes at CLC campuses in Grayslake (GLC) and Waukegan (LSC), the Southlake Educational Center (SLC) in Vernon Hills, and extension sites throughout the county. As demonstrated in Figures 0.1 and 0.2, the college has enjoyed steady and consistent enrollment patterns:

The College of Lake County is one of the largest community colleges in the State of Illinois. Table 0.1 provides a comparison to other community colleges in the Chicago metropolitan area:

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Percent Change</th>
<th>FTE</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Lake County</td>
<td>15,866</td>
<td>15,745</td>
<td>-0.8%</td>
<td>7,979</td>
<td>8,184</td>
<td>2.6%</td>
<td></td>
</tr>
<tr>
<td>College of DuPage</td>
<td>29,852</td>
<td>30,092</td>
<td>0.8%</td>
<td>17,676</td>
<td>14,645</td>
<td>-17.1%</td>
<td></td>
</tr>
<tr>
<td>Harper</td>
<td>15,265</td>
<td>15,026</td>
<td>-1.6%</td>
<td>8,582</td>
<td>8,727</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>McHenry</td>
<td>5,331</td>
<td>5,444</td>
<td>2.1%</td>
<td>3,075</td>
<td>3,123</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>Moraine Valley</td>
<td>16,077</td>
<td>15,929</td>
<td>-0.9%</td>
<td>9,515</td>
<td>9,532</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Oakton</td>
<td>11,212</td>
<td>11,040</td>
<td>-1.5%</td>
<td>5,563</td>
<td>5,564</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Triton</td>
<td>15,597</td>
<td>15,845</td>
<td>1.6%</td>
<td>8,029</td>
<td>8,180</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>All Illinois Community Colleges</td>
<td>362,771</td>
<td>345,183</td>
<td>-4.8%</td>
<td>202,980</td>
<td>191,832</td>
<td>-5.5%</td>
<td></td>
</tr>
</tbody>
</table>

College of Lake County Mission Statement (CLC Catalog)
The College of Lake County strives for excellence by responding to a wide range of transfer, career, continuing, and developmental educational needs through diverse and relevant curricular offerings. More specifically, the college pledges to provide high quality general education in the liberal arts and sciences, career education commensurate with student occupational needs and opportunities, continuing education, and basic skills that are essential for success. The college also strives to ensure that its
students develop an appreciation for the diversity of world cultures and the importance of international and multicultural perspectives. As an institution that values the learning of its faculty and staff as well as its students, the college will engage in ongoing processes of assessing student achievement and providing staff development in order to improve its work and be accountable to its several constituencies.

The college pledges to support these courses and programs with an array of print, multimedia, and electronic learning resources, and flexible student services that include advising, counseling, financial aid, and placement. Throughout all of its work, the college will maintain academic standards that will lead to competence and encourage the pursuit of excellence.

Furthermore, the college affirms its commitment to fostering the cultural, aesthetic, and intellectual life of the district and assumes responsibility for providing leadership to the community in these areas. In addition, the college is committed to the advancement and development of the district’s economy and recognizes its civic responsibility to provide education and training for business and industry. In these and other areas of its mission, the college will enter into partnerships that will help achieve greater efficiency and effectiveness.

The college assures equal access and opportunity for all individuals regardless of race, ethnic origin, creed, gender, age, veteran’s status, sexual orientation, or non-disqualifying disability.

As a logical outgrowth of its mission, CLC has established four institutional goals: Learning, Outreach, Access and Student Success, and Accountability and Responsible Stewardship. Encapsulated in these goals are several core values: a belief in the inherent value of student and organizational learning; a commitment to partnerships and collaborations to serve community needs; a dedication to reducing barriers to education; and an acknowledgement that the college has a public trust to operate responsibly, efficiently and effectively. Institutional objectives support these goals, either directly or indirectly, and connect with the AQIP continuous quality improvement principles.

0.2 Scope of offerings

As a community college, CLC responds to many different educational needs, offering both credit and non-credit programs. College-level offerings consist of transfer programs, intended for students who want to earn college credits and transfer to a four-year university; and career programs, intended to prepare students for immediate entry into jobs. The college offers transfer programs in more than 41 fields of study leading to Associate in Arts, Science, Fine Arts, or Engineering Science degrees. For immediate career preparation, the college offers the two-year Associate in Applied Science degree in 50 subject areas, and short-term Career Certificate options in more than 90 areas.

CLC also offers pre-college-level credit programs in developmental education, adult basic skills, English as a Second Language, and GED preparation. Continuing education courses, some non-credit, others for vocationally related credits, also are offered for personal enrichment and professional needs. Among these offerings are courses to meet professional certification requirements, programs for junior high school students, and courses for adult learners over age 50.

Recognizing its contribution to the economic development of the region, the college operates a Business and Industry Services department that provides a number of services to support the profitability and productivity of Lake County employers. These services include assistance in small business start up and development, assistance in applying for and accessing government contracts, and assistance in customized training and consulting services for larger employers.
0.3  **Student base, needs, requirements**

CLC’s student population of 15,745 (Fall 2005, 10th-day enrollment headcount) is diverse in age, ethnicity, and educational and socio-economic backgrounds. The ethnic composition of the student body is shown in Figure 0.3:

![Figure 0.3 College of Lake County Students Racial Makeup, 2005](image)

The college is a commuter institution with 8,184 full-time equivalent students. Seventy-one (71) percent of the total student population attends school part-time, and the average age of students is 29. Fifty-seven (57) percent are female, and 50% are 18-24 years old. About 12% already have a post-secondary degree (associate’s degree through doctorate).

In terms of programs of study, 47% are enrolled in a transfer curriculum, 35% in career programs, and 12% in English as a Second Language (ESL). Fifty-one (51) percent attend classes in the evening, and 6% attend on the weekend. Thirty-one (31) percent of all students are new to the college.

To determine the needs of its students, the college seeks input from many sources. For example, in the Noel Levitz Student Satisfaction Inventory (2001, 2004), students aged 18-24 indicated that the top five areas of importance to them were the scheduling of courses at convenient times, the ability to register with few conflicts, the quality of instruction, the knowledge and expertise of faculty, and the variety of course offerings. Among students aged 25 and older, the top five areas of importance were the quality of instruction, the scheduling of courses at convenient times, the ability to register with few conflicts, the opportunity to experience intellectual growth, and the variety of course offerings.

0.4  **Collaborations**

The College of Lake County collaborates with international institutions; national and state agencies; and local schools, civic groups, and business organizations. The ultimate goal of these partnerships is to best serve students by offering programs and courses that meet current workforce trends and anticipate future opportunities.

At the national level, the college works most closely with the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT) to tap the collective knowledge of community college leaders in America. Similarly, CLC partners with the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), the Illinois Community College Trustees Association (ICCTA), and the Higher Learning Commission of the North Central Association.

Locally, Lake County employers play active roles on the college’s advisory committees, helping to ensure that career program curricula are training people for successful transitions into the workplace. CLC is a member in every Chamber of Commerce in its district. Additionally, CLC’s Business and Industry Training Center provides customized training for employees, assists in small business start ups, and matches federal grants with local vendors. The Illinois Jobs Center and the Regional Superintendent of Schools are housed on the Grayslake campus.

Additionally, CLC partners with a variety of entities that fund or assist specific programs, including the Great Lakes Naval Base; local healthcare institutions providing clinical experiences; federal and state-level departments providing grants; and the CLC Foundation, a private not-for-profit group helping to financially support CLC students and programs. CLC also has established joint educational agreements
with other Illinois community colleges including Elgin Community College, McHenry County College, Oakton Community College, and William Rainey Harper College.

Another important collaboration is the college’s partnership with the University Center of Lake County (UCLC), a consortium of 17 public and private colleges and universities offering bachelor’s degree completion and graduate programs. Under this partnership, CLC provided land on its Grayslake campus for the recently opened UCLC, and acquired a facility in Waukegan that houses a UCLC site. The college is a member of the UCLC’s Council of Member Institutions and is committed to supporting this innovative collaboration to provide opportunities for students to continue their studies after CLC. In addition to collaborating with the University Center, the college actively participates in the Illinois Articulation Agreement (IAI) which is a statewide initiative to enhance the transfer of students among institutions.

0.5 Faculty and staff base

The College of Lake County is one of the largest employers in Lake County with more than 1,700 full- and part-time employees. See Figure 0.4:

Overall, the CLC full-time workforce is 27.4% minority and 59% female. Since minorities constitute 26% of Lake County’s population, CLC’s minority representation seems to mirror that of the communities it serves.

In general, the minimum educational level for faculty and administrators is the master’s degree. However, in both groups, many individuals also hold doctoral degrees. For example, of 194 full-time faculty, 22.7% (44) hold a doctorate degree, 73.7% (143) hold a master’s degree, and 3.6% (7) own less than a master’s degree (for a few career program areas). Among other employee groups, specialist staff are required to have an associate’s or bachelor’s degree, and many also have earned master’s degrees. Classified staff must hold a high school diploma or equivalent.

The CLC Federation of Teachers, Local 2394, AFT, an affiliate of the Illinois Federation of Teachers, represents full-time faculty. The CLC Staff Council, an affiliate of the Lake County Federation of Teachers, Local 504, AFT/AFL-CIO, represents custodial and maintenance staff.

0.6 Facilities, technology, regulatory environment

Facilities. The College of Lake County offers classes at two campuses, one educational center, and numerous extension sites. The largest site by far is the Grayslake campus, which consists of 226.1 acres and 814,174 square feet, including temporary and outer buildings. Facilities at this campus include seven interconnected buildings housing a library, classrooms, laboratories, offices, and a theatre complex. In addition, several stand-alone buildings include a Physical Education Building, the Jobs Center, and the Horticulture building. Natural beauty is a distinctive feature of the campus, and about one-third of the acreage is permanently preserved for natural areas.

The college’s second campus, the Lakeshore Campus, is located in downtown Waukegan, Illinois. This campus consists of 110,255 square feet, including recently acquired space which currently houses classes for the University Center and for St. Martin De Porres High School.
The Southlake Education Center, in Vernon Hills, Illinois, will consist of 66,269 total square feet after a new addition is completed in November 2006. The new addition will allow the college to offer a broader range of courses for residents of southern Lake County.

Technology. Throughout its locations, the college operates in a very “technology rich” environment consisting of approximately 50 computer labs, 63 “other” labs, 4 distance education rooms, and 135 “smart” classrooms. Additionally, approximately 900 computers are used for administrative purposes, including computers in faculty and administrative offices. Every full-time faculty member at the college has his/her own computer. For information management, the college uses the Peoplesoft system, which includes student, financial, and human resources components. A variety of student services, including online registration, are offered through this system. The college web site was recently redesigned, and CLC has received a $1 million grant from the Campus EAI Consortium to develop a web portal which allows students to customize their experiences with the CLC web site.

Board of Trustees. CLC is governed by a seven-member Board of Trustees, elected by the citizens of Community College District 532, to ensure local accountability. In addition, a CLC student is appointed each spring for a one-year term to cast advisory votes. As a member of the Illinois Community College System, the college is governed by the Illinois Board of Higher Education (IBHE), within which the Illinois Community College Board (ICCB) is the coordinating agency.

Accreditations. The Higher Learning Commission of the North Central Association last reaccredited the college in 1996, and CLC joined AQIP during Spring 2003. Several of the academic programs enjoy accreditation by state and national agencies, such as the American Dental Association; ASEs National Automotive Technicians Education Foundation, Inc.; the Joint Review Committee on Education in Radiologic Technology; and the National League for Nursing Accrediting Commission.

0.7 Competitive environment

CLC competes with colleges and universities throughout the nation for traditional-aged students. This competition is particularly strong in the affluent southern half of the district. Competition for adult students comes primarily from public and private four-year colleges, including those in the county (Lake Forest, Robert Morris, Columbia of Missouri, and Shimer colleges), those public institutions within reasonable driving distance (Northern Illinois University, Northeastern Illinois University, University of Wisconsin-Parkside, and University of Illinois-Chicago), and to a lesser degree, other four-year colleges in the Midwest. A growing source of competition is online degree and certification programs.

Area public school adult education programs and park district programs are increasingly offering computer classes that may draw adult students interested in improving job skills. Customized corporate training programs, as well as those offered by temporary employment agencies, also provide workers with skill sets, particularly in information systems, which may duplicate the offerings of CLC.

Potential competition for students, as well as for qualified faculty, is likely to come from proprietary institutions moving into the Lake County area (DeVry), nearby community colleges adding programs that are currently offered only at CLC, and possibly the new University Center of Lake County, which, while technically non-competitive, may alter the dynamics of the higher education paradigm in this geographic area.

0.8 Opportunities and vulnerabilities

Enrollment. The college serves a district that has sustained dramatic growth, increasing in population from 516,418 in 1990, to 644,356 in 2000. The growth of two groups, in particular, has affected the college: school-aged children, and Hispanics. During the decade between 1990 and 2000, the population of school-aged children increased by 38.3%, and Hispanics by 140% (from 38,570 to 92,716). These trends appear to have affected the college. In Fall 1995, for example, 38% of students were aged 18-24, but by 2005, that percentage had increased to 50%. In that same time period, Hispanic students increased from 11% to 23%. Most significantly, overall credit hour enrollment at the college also
increased from 179,507 in 1993 to 225,762 in 2005. Of note, too, is the increasing percentage of students enrolled in transfer programs, from 43% in Fall 1995 to 47% in Fall 2005.

As a result of these trends, and several others, the college is serving more younger students as well as a larger group of students who need additional assistance before enrolling in college-level work. As a response to these needs, one of the college’s AQIP projects focuses on assessing student learning in general education, another on facilitating the transition of developmental students into college-level work, and a third on facilitating the transitions of English language learners into college-level study.

To accommodate enrollment growth and strengthen the quality of academic programs, in the last 10 years, the college has added three new buildings on the Grayslake campus, expanded the Lakeshore Campus, and undertaken a new building project at the Southlake Educational Center in Vernon Hills. These additional facilities have relieved some of the pressure of enrollment growth. However, classroom space is tight and in constant demand. Enrollment increases also have required an increase in the part-time to full-time faculty ratio in several areas.

For the future, growth in the district is projected to continue but at a slower pace, with the population expected to grow by 25% between 2000 and 2020. Although the district’s growth rate will be more moderate, it will still provide opportunities for enrollment growth. Additionally, the increasing cost of public higher education may make the college more attractive to students who traditionally have preferred other institutions. Taking advantage of this market trend will offer the college both opportunities and challenges.

Staff Turnover. Staff turnover presents both opportunities and vulnerabilities. Over the course of several years, many faculty, administrators and staff members have retired or will retire. For example, since the college joined AQIP in 2003, it has experienced major turnovers in the Executive staff. The president retired in 2005 and was replaced by an interim president for six months. In January, 2006, the college hired a new president. In addition, the executive vice president for educational affairs retired and was replaced by an interim vice president for one year. In July, 2005, the college hired a new vice president for educational affairs. Currently, the assistant vice president for educational affairs is serving on an “interim” basis.

These kinds of turnovers present more opportunities to diversify the staff so that it is even more reflective of the diverse student body. New staff and faculty also bring new ideas and fresh perspectives. However, the retirement of long-term employees also means a loss of institutional memory and the additional stress of changes in institutional culture. Staff retirements will continue into the next five to ten years. In fact, in a period of 10 to 15 years, the college will experience an almost complete turnover of faculty.

Funding. A significant vulnerability CLC faces in the future is decreased funding. The college is funded in a number of ways such as property taxes collected from residents of the local district, tuition, state apportionment, and grant funding. By far, the largest source of funding is local property taxes (currently about 62% of the total) which are restricted by a property tax cap. New construction in Lake County has enabled the college to sustain the quality of its programs despite reductions in state funding and the restrictions of the tax cap. However, at some point, perhaps even within a few years, the amount of new construction in Lake County will diminish, and the college will be able to access less and less property tax from new buildings. This, in addition to the tax cap, will restrict the tax revenues upon which the college can draw.

Revenues also will be affected by a predicted continuing decline in state funding, which currently makes up less than 12% of college funding. Already, students are being asked to pay more tuition, and this trend will likely continue.

Image. District residents who are familiar with the college think highly of it. In a community survey conducted in 2002, about one-half of respondents were familiar with the college, and about 60% of parents of high school students were also familiar with CLC. These respondents generally gave the college an “A” or “B” grade on academic reputation.
The fact that a sizeable percentage of respondents to the survey said they were not familiar with the college indicates that CLC has an opportunity to create greater community awareness. An awareness-building campaign will, however, require investing in additional resources at a time of tightening budgets. The college will need to make judicious choices in awareness-building tactics to maximize the impact of expenditures.

**Summary**
The College of Lake County is a dynamic organization operating in an environment of constant internal and external changes. The faces and culture of the institution are changing, both as a result of faculty and staff retirements, and because of changing demographics of the region. While changes are often difficult, the college is embracing them as occasions to grow and improve. AQIP has provided a proven opportunity for the college to succeed in examining, modifying, and improving processes and systems. The college goal is for AQIP to become fully integrated and seamless throughout all institutional operations.
AQIP Category ONE: Helping Students Learn
AQIP Category ONE: Helping Students Learn

Context for Analysis (C)

1C1 Common student learning objectives

The College of Lake County has articulated a series of General Education Learning Outcomes that are reviewed, analyzed, and assessed on a regular basis. The goal of General Education at the college is to prepare students to live responsible, productive, and creative lives. The General Education curriculum provides students with specific knowledge and skills that are intended to help them develop commitments to lifelong learning; to a clearer understanding of their relationships with nature and the larger social world; and to diligent cultivation of personal qualities such as fairness, civility, cooperation, curiosity, and open-mindedness. Students who complete a degree at the College of Lake County will exhibit competency in the following General Education Learning Outcomes (CLC Catalog):

- **Critical Thinking**: use scientific methods and other modes of inquiry to define problems; access, evaluate, integrate, and document information; and develop logical arguments with evidence.
- **Communication**: present information and ideas effectively in various contexts and formats (written and oral).
- **Quantitative Literacy**: use appropriate quantitative methods to compute, reason, and solve problems.
- **Social and Cultural Awareness**: evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.
- **Technology**: use technology appropriately and effectively.

These patterns of knowledge and skills are reinforced within multiple courses throughout departments. They are updated through course syllabi, reviewed through the program evaluation process, and embedded within courses across various programs.

A demonstration of college commitment to the General Education Learning Outcomes is including the assessment of general education as one of the college’s three primary AQIP projects. Two of the outcomes of the AQIP project team working on the assessment of general education were the revision of the “Technology” outcome, and the addition of “Reading” to the list of General Education Learning Outcomes. The existing Technology outcome states: “Use technology effectively and appropriately.” The proposed outcome is as follows: “Use contemporary technology and information literacy skills appropriately and effectively to support academic and job-related tasks.” The following competencies have been developed that would be used as part of a rubric to assess student learning in this newly expanded area:

**Technical Literacy Competencies**
- Manage computer files and programs.
- Write a paper using basic word processor program.
- Manage and use an email account.
- Use the internet for research.
- Use other office computer applications as appropriate for work in chosen discipline (spreadsheet, presentation software, database, scheduling, etc.).
- Use a graphing calculator.
- Use other technologies if required for specific discipline (oscilloscope, rapid prototyping, mass spectrometer, scales, GPS units, etc.).
- Demonstrate an appreciation for the usefulness as well as the limitations of the results.

**Information Literacy Competencies**
- Identify information, including type and format, needed to support a thesis or solve a problem.
- Find information from a variety of sources, including internet, online databases, and print media.
- Evaluate validity and reliability of information gathered.
• Demonstrate an appreciation for the usefulness as well as the limitations of the results.

In addition, the team recommended adding the following General Education Learning Outcome to the catalog:

“Reading: Read for comprehension using appropriate strategies.”

Once approved by the various faculty senates and commissions, the new and revised outcomes will be listed in the CLC Catalog, incorporated into the college curriculum, and assessed accordingly.

1C2 Aligning learning with mission

In support of its mission, the college has developed a series of four strategic goals, each followed by a series of objectives for that goal. Committing to and aligning student learning with the mission are demonstrated by the definition and objectives of the college’s first strategic goal of “Learning” (CLC Catalog):

Strategic Goal 1: Learning
The College of Lake County will enhance student learning.

This goal includes the following themes: enhancing teaching and learning, using active learning strategies and technology to enhance learning and the acquisition of knowledge, skills and abilities including general education appropriate for university transfer and enhanced skills to allow successful participation in a competitive workforce.

Objective 1: The College will improve and foster student learning in general education appropriate for university transfer and career education including acquisition of critical thinking, communication, technology usage skills, quantitative literacy; social, civic, historic, cultural and multicultural awareness.

Objective 2: The College will serve as a leader in workforce training by offering programs and courses designed to meet the current and future workforce needs of the district.

Objective 3: The College will encourage active learning approaches in instruction including innovative uses of technology, collaborative learning, service learning, work-based learning, and problem-based learning.

Objective 4: The College will increase the academic success rates of students, especially those needing developmental education, English literacy skills, or identified as at-risk of not meeting their educational goals.

Objective 5: The College will serve as a life-long learning resource center by offering a diverse range of cultural, humanities, civic, world culture programs and offerings that foster and enhance public understanding.

As part of the college’s yearly strategic planning efforts, individual departments and divisions develop activities that must directly identify, correspond to, and support the college goals and objectives.

1C3 Key instructional programs and methods

Key Instructional Programs
CLC offers the following Associate Transfer Degrees: Arts; Arts in Teaching Secondary Mathematics, Science; Engineering Science; Fine Arts in Art; Fine Arts in Music Education; and Fine Arts in Music Performance. With these associate degree programs, students prepare to transfer to four-year colleges and universities to complete bachelor’s degrees in a variety of majors. In Fall 2005, there were 7,418 students (47%) who listed baccalaureate/transfer degrees as their academic programs.
The college offers the Associate in Applied Science in 57 occupational programs and 101 occupational certificate programs. In Fall, 2005, there were 5,445 students (35%) who listed career programs as their academic programs.

Table 1.1 shows the numbers of students who have chosen associate degree or certificates as their academic plans (AAS programs, certificates with 30 credit hours or more, and certificates of less than 30 hours show number of students in only the top five academic plans.):

<table>
<thead>
<tr>
<th>Academic Program (Top 5 AAS, Certificates, &amp; other)</th>
<th>Academic Plan (Degrees and Certificates)</th>
<th>Number of Fall 2005 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Transfer Degrees</td>
<td>AA</td>
<td>4051</td>
</tr>
<tr>
<td></td>
<td>AATM</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>AS</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td>AES</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>AFA-A</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>AFA-Med</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>AFA-MP</td>
<td>20</td>
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<tr>
<td>All AAS Programs</td>
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<tr>
<td>Nursing</td>
<td>Registered Nursing</td>
<td>216</td>
</tr>
<tr>
<td>Business</td>
<td>Business Management</td>
<td>198</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Criminal Justice</td>
<td>170</td>
</tr>
<tr>
<td>Automotive Tech</td>
<td>Under the Hood</td>
<td>167</td>
</tr>
<tr>
<td>Education</td>
<td>Early Childhood Ed</td>
<td>153</td>
</tr>
<tr>
<td>All Certificate &gt;30 hours</td>
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<td>2753</td>
</tr>
<tr>
<td>Automotive Tech</td>
<td>Under the Hood</td>
<td>41</td>
</tr>
<tr>
<td>Welding</td>
<td>Welding</td>
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<tr>
<td>Refrig &amp; AC</td>
<td>Heating &amp; AC</td>
<td>24</td>
</tr>
<tr>
<td>Accounting</td>
<td>Prof Accounting</td>
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<tr>
<td>Education</td>
<td>Early Childhood Ed</td>
<td>18</td>
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<tr>
<td>All Certificate &lt;30 hours</td>
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<td>491</td>
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<tr>
<td>Emergency Med Tech</td>
<td>EMT Basic</td>
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<td>Cisco Networking</td>
<td>Cisco Networking</td>
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<td>Automotive Tech</td>
<td>Collision Repair</td>
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<td>Medical Lab Tech</td>
<td>Phlebotomy</td>
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<td>Nursing</td>
<td>Nurse Assisting</td>
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<tr>
<td>Other Plans</td>
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<tr>
<td>Transfer Course Enrollees</td>
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<td>ESL Beginning Certificate</td>
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<td>Health Course Enrollees</td>
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<tr>
<td>Service Vocations Course Enrollees</td>
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<td>359</td>
</tr>
<tr>
<td>Voc Business &amp; Office Course Enrollees</td>
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<td>341</td>
</tr>
</tbody>
</table>

Table 1.2 provides the academic graduates and the top 5 programs for graduates with certificates:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td></td>
<td>453</td>
<td>411</td>
<td>479</td>
</tr>
<tr>
<td>AATM</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AS</td>
<td></td>
<td>81</td>
<td>84</td>
<td>73</td>
</tr>
<tr>
<td>AES</td>
<td></td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>AFAA</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>AFAME</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>AFAMP</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All Programs</td>
<td></td>
<td>312</td>
<td>320</td>
<td>330</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>68</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>Computer I S (CIS)</td>
<td></td>
<td>67</td>
<td>52</td>
<td>32</td>
</tr>
<tr>
<td>Auto Tech (AUT)</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med Imaging (MIM)</td>
<td></td>
<td>19</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Dental Hyg (DHY)</td>
<td></td>
<td>24</td>
<td>20</td>
<td>19</td>
</tr>
</tbody>
</table>
Table 1.3 displays the credit hours generated in the top 5 academic subjects and in English as a Second Language:

In addition to the degree and certificate programs listed, the college has a wide variety of credit and non-credit programs including:

- Business and Industry Services department – offering courses in the workplace,
- Criminal Justice Institute – providing in-service training to law enforcement employees,
- Public Service Institute – providing training for agencies that serve public and civic needs,
- Defensive Driving – offering courses in English and in Spanish for motorists under court supervision for minor traffic violations,
- Family Parenting – providing a program for parents of minor children seeking dissolution of marriage,
- Xplore! – offering a youth recreational program for 6th, 7th, and 8th grade students,
- Volunteer Probation Support Program – recruiting, training and assigning volunteers to work with juveniles and adults during their probation periods,
- Beverage and Alcohol Sellers and Servers Educational Training – providing an alcohol awareness program for those who sell and/or serve liquor,
- Continuing Education – offering a wide variety of educational opportunities including personal and professional development classes.

### Delivery Methods

CLC classes are delivered in a variety of methods from traditional lecture method, to completely on-line, to hybrid courses that feature both face-to-face and on-line instruction. Face-to-face classes are delivered in CLC-owned and -operated classrooms and labs, classrooms and labs at local high schools and businesses, local hospitals and clinics, and local parks and preserves. CLC classes are also delivered as field classes in various areas across the U.S. and in many foreign countries. Classes are scheduled seven days per week, from before 8 AM to after 10 PM. The college offers a selection of classes that will allow a student to get an AA degree attending only on Friday evenings and Saturdays. Recently, a series of 3-week, general education classes has been offered during the break between the Spring and Summer terms (intersession).
The number of on-line classes has increased greatly over many years, but declined slightly in Fall 2005. Figure 1.1 shows the number of credit hours generated by on-line classes over the four fall semesters from 2002-2005:

![Figure 1.1 Internet Classes by Credit Hour](image)

### Technology

More than one-half of CLC’s classrooms have been converted to “smart rooms,” containing at least a computer, a computer projector, internet accessibility, and presentation software. Each CLC classroom is also equipped with an overhead projector. Faculty members routinely use these types of technology in their presentations, and many expect their students to also use technology such as PowerPoint for their presentations. Appropriate software is available in student computer labs and in the Learning Resource Center (LRC).

The number of computer labs and other labs is about equal to the number of lecture rooms. Science and technology labs are well equipped with appropriate technology. Table 1.4 provides a breakdown of the types of classrooms available at each of the college’s major facilities:

<table>
<thead>
<tr>
<th>Campus</th>
<th>total classrooms</th>
<th>computer labs</th>
<th>other labs</th>
<th>distance rooms</th>
<th>lecture rooms</th>
<th>other</th>
<th>smart rooms</th>
<th>&quot;Standard&quot; rooms</th>
<th>% smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLC</td>
<td>226</td>
<td>41</td>
<td>59</td>
<td>2</td>
<td>118</td>
<td>6</td>
<td>110</td>
<td>110</td>
<td>51%</td>
</tr>
<tr>
<td>LSC</td>
<td>19</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>10</td>
<td>47%</td>
</tr>
<tr>
<td>SLC</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>91%</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>49</td>
<td>63</td>
<td>4</td>
<td>133</td>
<td>7</td>
<td>135</td>
<td>121</td>
<td>53%</td>
</tr>
</tbody>
</table>

On the Spring 2005 Community College Survey of Student Engagement (CCSSE), CLC students reported spending more time in computer labs and skills labs (reading, writing, math) than did their peers at other large colleges, though the difference was not significant.

Each full-time faculty member has a computer in his/her office that has appropriate software and is connected to the internet. All are encouraged to communicate with their students via e-mail. All part-time faculty members also have access to e-mail. Both full- and part-time students reported on the CCSSE of “sometimes communicating” with instructors via e-mail, but the numbers are significantly less than those at other large colleges.

### 1C4 Preparing students to live in a diverse society and world

The college strives to ensure that its students develop an appreciation for the diversity of world cultures and the importance of international and multicultural perspectives. The college Strategic Goal of “Learning” addresses the importance of recognizing and valuing a diverse community. Objectives within that critical goal include:

- improving and fostering student learning in general education to support the acquisition of “cultural and multicultural awareness”;
- encouraging active learning approaches in instruction including "collaborative learning”;
- increasing the academic success rates of students "especially those needing developmental education or English literacy;
• serving as a life-long learning resource by offering a diverse range of cultural, humanities, civics, and world culture offerings that foster and enhance public understanding.

Increasing the numbers of English language learners entering college-level courses is one of CLC’s AQIP priorities. In addition, all students who complete a degree are required to take a course from a list of more than 50 courses identified specifically to focus on international and multicultural issues. Furthermore, the college’s second strategic goal, “Outreach,” is designed to increase partnerships with diverse constituent groups within the community.

Every minority group has increased its representation in the student body from 31% in Fall 2003, to 34% in Fall 2004. During FY2002, FY2003, and FY2004, minority enrollment grew 9%, while minority graduates increased 16%.

The college also promoted a campus and student life environment welcoming diversity by creating more than 37 successful multicultural diversity activities and initiatives, such as the Asian Week and Latino Week celebrations, the International Holiday Passport Party, Latino Day on the Mall, the Annual Salute to Gospel Music Program, and the Building Our Futures Program from the Women’s Center. Another example of CLC’s commitment to diversity was the creation of the Hispanic Leadership Institute which won a national award from the United States Hispanic Leadership Institute. In addition, the James Lumber Center for the Performing Arts, and the Art Gallery offer multiple performances and art shows which reflect diversity.

The college actively recruits people of diverse backgrounds in all levels of staffing by consciously developing a recruitment plan for each vacancy and monitoring the selection process for all phases. All faculty and administrative positions are reviewed in the context of available graduates from various minority groups. Each search committee includes a member of the Affirmative Action Council who has been trained to ensure that all qualified candidates are considered for available openings, and that search committees follow established interview protocol which gives all qualified candidates equal access to positions. In 2005, the full-time minority faculty representation grew to 22.84%. See 4C3 and 4R2 for additional institutional demographics.

In addition to cultural diversity, the college also works on both campuses to assist students with disabilities. The Office for Students with Disabilities provides information, guidance, and support to students through a variety of services and state-of-the-art technology. In addition to an adaptive technology lab with a broad range of software, hardware, and aids, other services include sign language interpreters, note takers, adaptive furniture, tape recorders, three-wheel scooters, and testing accommodations. Table 1.5 lists students served and type of disability:

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th># of Students Serviced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD/ADHD</td>
<td>11 23 14 22 53</td>
</tr>
<tr>
<td>Blind/Vision Impairment</td>
<td>21 30 20 19 23</td>
</tr>
<tr>
<td>Deaf/Hearing Impaired</td>
<td>23 23 16 23 25</td>
</tr>
<tr>
<td>Developmentally Delayed</td>
<td>7 13 12 10 13</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>208 179 176 194 204</td>
</tr>
<tr>
<td>Mobility</td>
<td>14 26 21 23 11</td>
</tr>
<tr>
<td>Other Disability</td>
<td>5 4 13 15 25</td>
</tr>
<tr>
<td>Psychological Disability</td>
<td>22 35 36 41 52</td>
</tr>
<tr>
<td>Systemic/CHP/Medical</td>
<td>24 17 43 35 31</td>
</tr>
</tbody>
</table>

Likewise, the college has extensive support services available through the Learning Assistance Center, which provides modular courses, testing services, and tutoring for more than 100 courses. Tutoring services are free to all CLC students.

The college has a strong International Education program for students and faculty. International students receive support through an International Education Coordinator. Faculty actively participate in International Education initiatives by offering field courses in foreign countries, by participating in faculty exchanges in England and Austria, and by enrolling in multiple courses and workshops offered through the Teaching and Learning Center.
In addition, students can enroll in Honors courses, Learning Communities, and many online and hybrid courses designed to meet their flexible scheduling demands.

1C5  **Maintaining a healthy campus climate**

The college creates a climate of intellectual freedom, inquiry, respect for intellectual property, and respect for differing and diverse opinions, through multiple approaches. Examples of these approaches are found in

- the college Policy Manual,
- specific articles of the Faculty Contract,
- activities of the Teaching and Learning Center,
- the College Foundation’s support for faculty projects,
- activities of the International Education Committee,
- activities sponsored by academic divisions and the Student Senate Program Board,
- and participation of all employee groups in the Governance Coordinating Council and its commissions.

Board Policy 403 identifies the rights and responsibilities of students as citizens, as well as members of the academic community. Article 34 of the Faculty Contract addresses the Board of Trustees’ commitment to academic freedom for faculty as defined by the Statement of Principles established by the American Association of University Professors. Faculty inquiry and development are encouraged and supported through the terms of the faculty contract, activities of the Teaching and Learning Center (TLC), and the College Foundation. Article 27 of the contract (Professional Learning Activities and Reimbursement Plan) provides tuition reimbursement for courses which enhance professional competence and which have been approved prior to registration by the division dean and vice president for educational affairs (VPEA). The reimbursement is made upon submission of evidence of successful course completion. This article also provides financial support for attendance at conferences, seminars, and workshops after approval by the division dean and VPEA. Contract Article 43 (General Leave of Absence) enables tenured faculty to request up to two years of leave without pay to pursue activities designed to improve professional competence. Leave requests are submitted to the division dean and to the president.

Article 44 of the contract (Sabbatical Leaves) provides an additional approach to support faculty inquiry/development. Funds are budgeted annually to support at least four leaves in this format. Faculty may apply for a sabbatical after completing six years of teaching. A leave request may be for one semester at full pay, or for one academic year at half pay. A committee of four faculty and three administrators reviews proposals and forwards recommendations to the president.

The Teaching and Learning Center, funded by a budget account in the Office of the Vice President of Educational Affairs, provides support for requests by full- and part-time faculty members to improve professional competence. Proposals are submitted to the TLC Advisory Committee comprised of faculty and administrators, for their review and recommendations to the VPEA.

The College Foundation actively encourages faculty inquiry/development through an annual allocation of funds designated to support approved faculty initiatives. A Foundation committee, which includes faculty and administrators, reviews proposals and forwards recommendations to the director of the Foundation.

Respect for intellectual property is defined in contract Article 35 (Use, Access, and Ownership of Intellectual Property). The Article, initially drafted by a committee of faculty and administrators, provides definitions of college-owned materials, faculty-owned materials, rights of use and transfer of materials, conditions of joint ownership, and limitations on videotaping or recording of classes.

Creating and supporting a college environment conducive to respect for diverse and differing opinions is important to the college. In both its past and its present, the college has reflected its support for these principles through the appearance of speakers of contemporary interest who represented a variety of
opinions on topics or issues. These programs have been sponsored by academic divisions, the Student Senate’s Program Board, the College Foundation, and the Committee on International Education.

In addition, the Committee on International Education also supports diversity of thought by assisting in securing visiting faculty from other countries (2004-05 Scholar on Middle East Culture from Lebanon, and a Fulbright Scholar in Environmental Biology from Brazil); by providing opportunities for faculty to teach abroad; by assisting in short-term administrative exchanges with colleges in European countries; by supporting curriculum development with an international focus; and by providing opportunities for students to study abroad. Some academic divisions also offer field or travel study courses which are conducted outside of the country.

Finally, the college approach to governance creates a system and process for all employee groups and students to participate in the life of the college. In this system, all groups except administrative staff have senates which hold regular meetings to provide a venue for addressing their concerns. Each senate and the administrative staff has a representative on the Governance Coordinating Council which meets monthly to address concerns. GCC meetings are chaired by the president.

Processes (P)

1P1 Determining common student learning goals

In Spring 2003, the college elected to participate in AQIP and to select “assessment of General Education Learning Outcomes” as one of the AQIP action projects. A team of 22 faculty and staff joined the Assessment Task Force to review the existing General Education Learning Outcomes and to identify the means to assess them. Figure 1.2 illustrates the process for developing, reviewing, and assessing the college’s General Education Learning Outcomes:

In addition to the General Education Learning Outcomes, learning objectives for specific courses and programs are determined by departmental faculty working collaboratively to revise current courses and to develop new ones.

Faculty teaching in career programs must consider recommendations from the Career Program Advisory Committees, as well as changes mandated by business and industry and accrediting agencies. Faculty teaching transfer courses must consider expectations and learning objectives developed at the colleges and universities to which CLC students transfer. The learning objectives established by the Illinois Articulation Initiative are the products of years of collaboration among community colleges and university faculty.

Any changes in course or program objectives must then be approved by a divisional Curriculum Committee followed by a review and analysis by the college’s Curriculum Commission. Course reference files, including learning objectives for all programs, are available through the Educational Affairs office, online through Blackboard, and on each faculty member’s webpage. Changes in course reference files are also sent to the Illinois Community College Board for approval.
Designing new programs and courses

There are several factors which affect designing and developing new programs and courses. Decisions about new programs and courses in A.A. and A.S. transfer degrees are influenced by their compatibility with existing programs and courses at baccalaureate institutions in Illinois, and courses approved for transfer by the Illinois Articulation Initiative (IAI). The IAI is an organization under the auspices of the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE), and it consists of subject area panels of representatives from community colleges and baccalaureate institutions. Discipline-specific panels review course objectives and curricula to determine their appropriateness for inclusion within IAI courses. Using this approach ensures the seamless transfer of these courses from community colleges to baccalaureate institutions in the state.

Division faculty, working with their deans and division Curriculum Committees, are the primary source for developing changes in programs and courses. As such, they provide information on the impact of the proposal on existing programs and courses, projected space needs, availability of qualified faculty to provide instruction, modes of instructional delivery (traditional classroom, online, etc.), projected costs (including need for additional faculty, technological support, educational materials purchased by students and those provided by the college), and projected student enrollments. Even the success of the proposed program or course at neighboring community colleges may be a factor in their decisions. Where it is a proposal to add a new course, projected student enrollment may be based on offering the course in a special topics format as a means to obtain this information. Where the curriculum proposal is seeking to establish a new degree program such as an A.A. in Fine Arts, or an A.S. in Engineering Science, approval of the Board of Trustees is also required before submission to the ICCB.

The impetus for proposals of new programs and courses in career programs, A.A.S. degree, and Certificates emanates from several sources. They may be requested by the college’s General Advisory Committee which consists of members of the business community, social service agencies, health care providers, and career program advisory committees. Requests from career program advisory committees may be the result of changes in education requirements for employment mandated by state licensure or other accrediting agencies. Accrediting/licensure agencies also conduct periodic reviews of the programs and may recommend changes to the curriculum. The process for developing a program or course in career programs is similar to that for transfer programs. However, there are three important differences: (1) all proposals for a new career program must provide current data indicating a district need for the program (based on a survey of prospective employers of the graduates, and on labor market data provided by the state); (2) new career programs or any new individual course must be approved by the program’s advisory committee before being submitted to the division’s and college’s internal review process; and (3) all new career programs must also be approved by the Board of Trustees before being submitted to the ICCB.

Finally, the college has developed and continues to support programs in both transfer and career areas which are deemed to be important components of a liberal arts education, or which are responsive to the needs of the community. These programs may have limited enrollments or may have sufficient enrollments, but they have costs in excess of revenue. Examples of this exist in the areas of the fine arts/performing arts, health care, and social services.

Figure 1.3 provides a graphic illustration of the extensive, but straightforward, process of curriculum development at CLC:
1P3 **Determining student preparation requirements**

All students enrolling in credit classes must prove academic proficiency in the English language and in mathematics to demonstrate their ability to do college-level work. Most college credit classes require one or both of these proficiencies as prerequisites to enroll. Proficiencies in language and math can be met in a variety of ways as shown in Table 1.6:
Table 1.6 Demonstrations of Language and Math Proficiencies

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Record</td>
<td></td>
<td>top 1/3</td>
</tr>
<tr>
<td>CLC Academic Proficiency Test</td>
<td>Language, 153 or above</td>
<td>Math, 56 or above</td>
</tr>
<tr>
<td>ACT</td>
<td>Reading and English, 17 or above on both</td>
<td>Math, 17 or above</td>
</tr>
<tr>
<td>SAT</td>
<td>Verbal, 450 or above</td>
<td>Math, 450 or above</td>
</tr>
<tr>
<td>GED</td>
<td>Reading and Writing Skills, 550 or above</td>
<td>Math Skills, 550 or above</td>
</tr>
<tr>
<td>Prior College Degree</td>
<td>Associate’s or higher degree from an accredited college or university</td>
<td>Associate’s or higher degree from an accredited college or university</td>
</tr>
<tr>
<td>Prior College Success</td>
<td>30 semester hours of credit with no grade below C or an appropriate English class from an accredited college or university</td>
<td>30 semester hours of credit with no grade below C or an appropriate math class from an accredited college or university</td>
</tr>
<tr>
<td>CLC Classes</td>
<td>Successful completion of ESL or remedial English class</td>
<td>Successful completion of remedial math class</td>
</tr>
<tr>
<td>TOEFL (Test of English as a Foreign Language)</td>
<td>195 or above</td>
<td></td>
</tr>
<tr>
<td>CELSA (Combined English Language Skills Assessment)</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

Additionally, placement test prerequisites are required for many math, chemistry, and computer information systems courses. Other course prerequisites or co-requisites have been established when specific prior or concurrent knowledge or skills are needed. All prerequisites are detailed in the CLC Catalog.

Prerequisites, basic proficiency and higher are set by the discipline or program faculty. They are automatically enforced by the college computer system, but can be overridden by the division dean, if appropriate.

Some programs, particularly those with limited space, have specific academic requirements for admission. Illinois law requires that when space is limited, preference be given to residents and given in the order of academic ability. To that end, program admission requirements are established by the program faculty. Programs possessing specific entrance requirements beyond academic proficiency include:

- Dental Hygiene
- Health Information Technology
- Medical Imaging
- Nursing
- Surgical Technology
- Paralegal
- Electrician Apprenticeship AAS

Students are also assisted in determining their preparedness and interest in specific curricula by meeting with a counselor for academic advice prior to enrolling at CLC. However, this meeting is not required prior to their enrolling.

1P4 Communicating expectations to students

The College of Lake County uses a variety of means to communicate expectations and educational opportunities to various audiences and stakeholders including current students, prospective students, high school counselors and staff, as well as community residents.

The most traditional communication tool is the CLC Catalog. It is printed annually and distributed widely to current and prospective students, as well as to other community agencies and organizations such as
high schools, social service agencies, and military bases. The **CLC Catalog** contains information on the college mission and goals, admission requirements, academic skill requirements and assessments, academic advisement, academic programs and course descriptions/prerequisites, college finances, graduation requirements, and the Illinois Articulation Initiative (IAI). The process for creating each edition of the **CLC Catalog** is a formal one and ensures that all areas of the institution update and review their sections to reflect accurate information. The **CLC Catalog** is created in print and is also available on the web at [www.clcillinois.edu](http://www.clcillinois.edu).

Three times each year, the college mails a copy of the course schedule to every resident in Lake County. In addition, regional class schedules specifically related to the Lakeshore and Southlake areas, and late starting class schedules are created, printed and distributed. The schedules are also available on the web.

Career Program Information Flyers are created for each degree and/or certificate area and disseminated to prospective students by college recruitment staff and career program faculty. Some career programs also have prospective student information sessions prior to the start of each semester. Similarly, informational brochures are created for student services and support programs such as financial aid, health care, and child care.

CLC and the area high schools have frequently worked with the Illinois Association for College Admission Counseling (IACAC) to more effectively disseminate college admission information to prospective students and parents by consolidating individual college night activities into IACAC-endorsed regional Illinois College Expositions (ICE). There are now only two regional college nights in the community college district, and they are both at the College of Lake County. One is in the fall and one is in the spring. This schedule enables students and their parents who are researching colleges to have the opportunity to explore options at times most appropriate for them. All high school students and their parents are invited to attend, and all CLC academic divisions and recruitment staff participate. The college also hosts an annual Career Quest which is a career fair oriented toward high school and college age youth to acquaint them with work life options and opportunities. High school and CLC students are invited to attend.

As part of a formal student recruitment plan, regular visits are made to area high schools, community organizations such as African-American churches, the Lake County Latino Coalition, and district businesses and industries. The college has over 100 business and industry service agreements that enable out-of-district employees of in-district businesses to attend CLC at the in-district tuition rate.

The college has a New Student Orientation Program designed to acquaint prospective students with and/or to review the college admission requirements including academic skill assessment requirements, program admission requirements, and academic course prerequisites. Students are introduced to the clubs, organizations, and physical facilities as well. The orientation sessions also afford opportunities for academic advisement and class registration for students who are ready and prepared to do so.

International students participate in a New Student Orientation for International Students designed to acquaint them with college programs, policies and services, as well as college expectations. The program is offered at the start of each semester.

In the classroom, college faculty members prepare and distribute course syllabi to students. These syllabi provide specific information to students relevant to course requirements and course learning objectives for the term. For those courses that are part of the Illinois Articulation Initiative (IAI), the "expected learner outcomes" are included. The college also maintains a master Course Reference File. The Educational Affairs Office maintains the file, and it is accessible to any individual interested in a particular course.

Finally, the AQIP Action Project team working on developmental education recently designed and produced two brochures that provide students with very specific information about enrollment and preparation. The first brochure is entitled “Getting Started at CLC,” and it provides a step-by-step process for enrolling at the college. The second brochure is entitled “Preparing for College Level Courses,” and it addresses the process for achieving language and math proficiencies. Initially, 1,000 copies of each...
brochure were printed. However, based on the popularity and success of the brochures, a new printing was required after only two months.

**1P5  Advising and placing students**

All new students are encouraged to meet with a counselor for academic and career advisement prior to enrolling for the first time at CLC. The Counseling Center is staffed by professional counselors, with faculty status, who, in addition to their experience and training, have access to a variety of written and computerized career, academic, and personal support materials.

Students are assisted with program selection through a variety of methods and services:

- Counselors work with undecided students to help them select a program and curriculum which meets their life and career goals.
- Through assessment techniques and career information, students are helped to set and realize career goals. Methods may include individual and group counseling as well as personal development seminars (PDS) available through the Counseling Center.
- Transfer information and very specific transfer guides are available through the Counseling Center and through the Minority Transfer Center.
- The Job Center offers both extensive career information, as well as opportunities to meet future employers through interviews, panel presentations, cooperative education, and service learning.
- Students have access to a variety of career planning assessment tools which match interests, learning style, work preferences, and abilities with possible careers.

After students select a major or program of study, they are expected to meet with program faculty for continuing academic advisement. To ensure that this happens, the college requires all degree- or certificate-seeking students to meet with an academic advisor prior to enrolling for their 19th credit hour. To help them stay on track and meet graduation requirements, they are again required to meet with an academic advisor (program faculty member) prior to enrolling for the 41st credit hour. Both the 19th and 41st hour requirements are enforced by an enrollment service indicator (hold) in the computer system. The hold can be removed by a faculty advisor after meeting with a student.

Students who are not academically proficient in the English language or mathematics are encouraged to continue to meet with a counselor prior to each enrollment to assist them in building the skills necessary for basic academic proficiency. (See 1P3.)

Students are encouraged to meet with a faculty advisor by signs and banners posted around campus in the months prior to enrollment for the next term, by individual mailings to students with a 19th or 41st hour service indicator, and by spot announcements on the college web site. Students may meet with an advisor to discuss academic progress in person, by telephone, or via e-mail. Each academic division has a division assistant whose job, in part, is to support the faculty in their advising.

The college provides information sheets for all occupational programs and transfer guides that clearly specify degree or certificate requirements, as well as provide information about the field, career opportunities, and contact information for program faculty. Transfer students can meet with the Transfer Coordinator or staff from the Minority Transfer Center to ensure that they are meeting the requirements for transfer to their university of choice.

Students entering the college with documented learning disabilities are assisted by the Office of Students with Disabilities, described in 1C4. Students suspected of having a learning disability, but not yet documented or confirmed, are encouraged to meet with staff to discuss challenges and to arrange a learning disability assessment.
1P6  **Documenting teaching and learning effectiveness**

Effective teaching is documented through systematic classroom evaluation of all faculty. Adjunct faculty are evaluated by their deans and by their students every semester. Tenure track faculty participate in a three-year evaluation process by their Peer Evaluation Committees and their deans. Student Ratings of Instruction are completed for all sections of all courses during the three years. Tenured faculty are also evaluated by their peers every five years. Faculty mentors are available for all adjunct faculty and new tenure track faculty.

In each evaluation process, faculty are expected to facilitate student learning of basic course concepts and to help clarify any areas of students’ confusion. Individual information on faculty is confidential but shared with the specific instructor, the dean, the tenure committees, and the vice president for educational affairs. Formal assessments of student learning include successful completion of assignments, papers, reports, and exams.

In addition to faculty evaluation and student rating of instruction, the following primary data is collected and analyzed in an effort to document effective teaching and learning:

- Passing rates on licensure exams
- Success at transfer institutions
- Graduate follow-up survey and successful job placement
- Employer satisfaction
- Degree and certificate completion rates
- Noel-Levitz Student Student Satisfaction Inventory
- Community College Survey of Student Engagement (CCSSE)
- Program Assessment

Just as there are General Education Learning Outcomes developed for all students, the faculty are encouraged to develop and assess very specific learning outcomes for courses and programs. For example, the college has a goal to develop assessment plans for all career programs. Currently, 27 of 35 program areas have submitted an assessment plan for at least one degree or certificate in their areas. These plans are reviewed and updated each year. The assessment plan requires faculty to identify specific learning outcomes and how they will be assessed. Table 1.7 is an abbreviated example of an assessment plan from the Building Construction Technology career program describing the outcomes and associated assessment information:

| Goal 1: Provide qualified building construction technicians that meet the entry-level needs of Lake County contractors, material suppliers, and inspection firms. |
|---|---|---|---|---|
| INTENDED LEARNING OUTCOMES | ASSESSMENT METHOD and TIMING | PERFORMANCE CRITERIA | RESULTS AND DATE | ACTION TAKEN |
| 1. Students produce papers and spreadsheets consistently using MS office | 1. Distribution of MS office across BCT curriculum. | 1. 75% of BCT courses use MS office application effectively for one or more assignments. | 1. During FY 2004-05, MS office used in 8 of 11 BCT courses. | 1. Encouraged instructors in remaining courses to learn MS office skills, if necessary, and incorporate use of MS office in their courses. |
| 2. Students produce a portfolio of program artifacts | 2. YEARLY Portfolio review | 2. Review of portfolio indicates quality of MS office documents meets entry level expectations. | 2. No results | 2. Recommended using electronic portfolio to collect student artifacts, making it easier to assess program outcomes. |

1P7  **Building effective and efficient course delivery systems**

The college uses PeopleSoft software to manage class scheduling, student records and enrollment, as well as other aspects of college business. PeopleSoft provides real-time web-based access to and control
of class schedules. Furthermore, the college uses an added room scheduling software to provide real-time access to facility characteristics and scheduling. Class schedules are built by the academic divisions. They have immediate access (essentially 24 hours per day and 7 days per week) to change or update schedules as needed, with access to room availability and room characteristics. The software allows the several offices working on the schedule at the same time to build an efficient schedule without the risks of overlapping room use, scheduling a class in a room without needed equipment, or offering a class when no room is available. Each division has control over its labs and over a set of classrooms until the preliminary schedule is built. At that time, any division that needs a room can seek an appropriate room and schedule it in the PeopleSoft system.

As Lake County’s population has increased over the past two decades, the college has tried various scheduling schemes to allow greater student access. Web-based classes seem to be quite attractive to students who are not able to physically get to a campus or location (See Figure 1.1.). However, they still accounted for less than 5,800 credit hours (about 6%) in Fall 2005. Shorter classes (8, 12, and 14 weeks), afternoon classes, Sunday classes, and intersession classes provide access to some students outside of the typical academic schedule.

As the academic divisions build schedules, they seek input from faculty, review enrollment from previous semesters, and consider any student feedback. Because divisions have direct control and immediate access, they are able to add sections as offered classes fill up, providing appropriate rooms are available. The college has about 40% of its classes taught by part-time faculty. Using part-time faculty contracts allows the divisions added leeway in dropping or adding classes during the enrollment period.

**1P8 Monitoring currency and effectiveness of curriculum**

The currency and effectiveness of courses, curriculum, and programs are monitored in a variety of methods. First, faculty members, in cooperation with the dean, are responsible for ensuring that courses and programs are relevant and timely. In order to achieve this, faculty are provided ample opportunities for continued research and reflection within their disciplines (See 1C5.). Second, all career programs maintain active career advisory committees made up of businesses, employers, and individuals with experience in the career. One of the primary roles of the committee is to review curriculum, courses, and program requirements. Third, transfer programs regularly review curriculum to compare it to that of receiving transfer institutions. Fourth, all academic and career programs are reviewed every five years through the college’s Program Evaluation process. As part of this process, faculty review course content, enrollment patterns, and labor market information. Faculty are required to gather and report this data to the Assessment and Program Evaluation Committee, Educational Affairs Council, and the Board of Trustees. Finally, a graduate follow-up survey is conducted each year. As part of the survey, students are asked to rate their courses and programs as they relate to career or transfer preparation. This data is shared with the entire college community.

The college routinely modifies and withdraws courses and programs as part of the curriculum process outlined in 1P2.

**1P9 Determining student and faculty support needs**

Determining student support needs occurs through formal and informal means. All courses have identified language and mathematics proficiencies. Students must provide proof of competency before enrolling in these courses. Additional determination is made through the advisement process as students meet with counselors or faculty advisors. Faculty frequently refer their students for assistance available in the Writing Center and the Math Center, which are part of the Learning Assistance Center (LAC) on both campuses. Students can also receive drop-in tutoring or make one-hour appointments. In addition, the LAC and Counseling Center offer workshops and individual assistance related to study skills, test taking strategies, and test anxiety. Students with documented disabilities also receive support. In some cases, extensive diagnosis of skills may be needed to determine the best types of support to meet specific learning disabilities. Personal Development Seminars (PDS) and self-paced modules also provide structured support in an organized format.
The John C. Murphy Memorial Library has extensive support available to meet student learning needs. Faculty can request that librarians schedule a class to help orient students to the library’s resources. The library offers a collection of more than 125,000 books, 675 periodicals, and an extensive collection of audio and videocassettes, DVD’s, and CD’s. In addition, the Reference Desk is open seven days a week to provide information and resources. Similarly, divisions provide resources such as software programs and books to assist students within classes. Allied Health Programs also give monthly orientations prior to student enrollments.

The Student Activities Program Board brings experts to campus to help students learn how to improve their success as students, and students may request additional activities through the Student Government Association.

Extensive support for continued faculty development is readily available (See 1C5.). Each faculty member may request funds for additional courses which can lead to advanced degrees or career certification. Furthermore, faculty can apply for funds to attend professional conferences. The Teaching and Learning Center (TLC) offers an extensive array of workshops and classes for faculty in a wide variety of topics including technology, assessment, pedagogy, and diversity. Committees of full-time and part-time faculty meet regularly to provide input and advice on the relevancy of these offerings and on the needs of their colleagues.

The college offers the New Faculty Institute (NFI) for new tenure-track faculty who meet prior to the beginning of class, and weekly during their first semester. The NFI is led by a tenured CLC faculty member and is designed to help new faculty better understand CLC’s culture and their students’ learning needs. A New Part-time Faculty Boot Camp is scheduled prior to each semester and is designed to help new part-timers acclimate to the learning needs of CLC students.

Tenured faculty can apply for one of four sabbaticals available annually. The Teaching and Learning Center, the Foundation, and the International Education Committee also offer grants and release time for projects which can lead to improved teaching and learning. In addition, library funds are available to support faculty who identify learning resources needed for their students and programs.

1P10 Aligning curricular and co-curricular goals

At CLC, students may affect change and participate in curricular and co-curricular activities in a variety of ways. They may affect college-wide policies, procedures, or actions concerning student life and academic goals by directing their concerns to, or by participating in, student government and college-wide governing commissions. The Curriculum Commission, for example, has a student representative appointed by the Student Senate. Similarly, the student representative on the Board of Trustees participates in the approval process for all new academic offerings and program deletions.

Student life at CLC is further enhanced through co-curricular activities. For those interested in the arts, CLC has a theatre program, a concert band, a jazz ensemble, singing groups, a dance company, poetry readings, a performing arts committee, art exhibits, and speakers on a variety of contemporary issues.

The CLC Forensics and Debate Team competes in individual Public Address and Interpretation of Literature events in state and national tournaments.

Student clubs and organization provide students with a variety of student development and co-curricular experiences. Many are directly related to the students’ academic programs and/or interests. CLC faculty and staff advise all clubs and organizations. During the 2005-2006 academic year there were 36 such groups. They are listed in Table 1.8:

<table>
<thead>
<tr>
<th>Table 1.8 Student Clubs and Organizations</th>
</tr>
</thead>
</table>

Category One: Helping Students Learn - 23
<table>
<thead>
<tr>
<th>Student Clubs and Organizations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akido</td>
<td>Promotes the study and practice of martial arts and self-defense.</td>
</tr>
<tr>
<td>Asian Student Alliance</td>
<td>Promotes Asian awareness through social and educational activities.</td>
</tr>
<tr>
<td>Associate Degree Student Nurses</td>
<td>Promotes an interest in the ADSN program and the educational development of nursing students.</td>
</tr>
<tr>
<td>Automaniacs</td>
<td>Introduces automotive aspects that would normally not be learned in the classroom, and members participate in various automobile-related activities of a diverse nature.</td>
</tr>
<tr>
<td>BACCHUS</td>
<td>Provides alcohol, tobacco and drug prevention not only to the college, but also to schools, agencies, and communities of Lake County.</td>
</tr>
<tr>
<td>Black Student Union</td>
<td>Promotes community and success within the African American student population on campus. Sponsors programs to showcase the African American culture.</td>
</tr>
<tr>
<td>Campus Crusade for Christ</td>
<td>Promotes Christianity on college campus by encouraging students in their weekly walk with the Lord and introduces others, who may be interested, to Jesus Christ. Has international ties.</td>
</tr>
<tr>
<td>Chi Alpha Christian Club</td>
<td>Strives to reconcile students to Christ, by incorporating teachings on leadership, time management, communication, relationship skills, fiscal responsibility, and forgiveness.</td>
</tr>
<tr>
<td>Chronicle</td>
<td>Creates a student-run newspaper for the CLC community where students participate as staff writers or editors.</td>
</tr>
<tr>
<td>CLC Ceramics Club</td>
<td>Provides a forum for ceramic art students to express and collect their ideas, and is a student resource for the ceramic arts faculty.</td>
</tr>
<tr>
<td>CLC Radio</td>
<td>Provides student opportunities to run the station and broadcast student-run music and talk radio 24/7.</td>
</tr>
<tr>
<td>College Bowl</td>
<td>Provides the academic sport of the mind and is a team that competes in local tournaments.</td>
</tr>
<tr>
<td>Computer Club</td>
<td>Promotes the study and exploration of computer technology and computerized gaming.</td>
</tr>
<tr>
<td>Engineering Club</td>
<td>Strives to provide tours, activities and speakers that will help students to become more knowledgeable about engineering tasks and the engineering fields.</td>
</tr>
<tr>
<td>Environmental Club</td>
<td>Educates the community on environmental issues and concerns.</td>
</tr>
<tr>
<td>Fencing Club</td>
<td>Provides an opportunity to fence with equipment and instruction. Hosts regional and state events.</td>
</tr>
<tr>
<td>Forensics and Debate</td>
<td>Engages students in competitive speech and debate activities that encourage analytical and logical communication.</td>
</tr>
<tr>
<td>Hapkido (Hwa Rang) Club</td>
<td>Focuses on the study and practice of the Hapkido martial art.</td>
</tr>
<tr>
<td>Hillels of Illinois</td>
<td>Provides opportunities for Jewish students to explore and celebrate their Jewish identity. Affiliates with the largest Jewish campus organization in the world.</td>
</tr>
<tr>
<td>International Student Council</td>
<td>Promotes the cultural diversity of international students and activities for the entire campus community.</td>
</tr>
<tr>
<td>Lakeshore Campus Student Association</td>
<td>Develops a sense of community and belongingness for Lakeshore Campus students by enhancing student life, creating a platform for understanding differences among ethnic groups, and creating an environment for family learning.</td>
</tr>
<tr>
<td>Lancerettes</td>
<td>Provides a forum for a pom pom squad that performs at selected home games for CLC athletic teams.</td>
</tr>
<tr>
<td>Latino Alliance</td>
<td>Exposes the campus to the different Latino/Hispanic cultures and provides additional support to encourage Latinos to continue their higher education.</td>
</tr>
<tr>
<td>Latter Day Saints Student Association</td>
<td>Provides students with opportunities for spiritual growth, humanitarian service, and social fun.</td>
</tr>
<tr>
<td>Literary Arts Society</td>
<td>Provides for a gathering of kindred spirits who feel that reading, writing, language, and all of the literary arts are a celebration of life. Meets to inspire and share personal literary learnings.</td>
</tr>
<tr>
<td>Math Club</td>
<td>Provides a community for individuals who enjoy mathematical reasoning. Provides opportunities to discuss mathematically-related problems in a social setting.</td>
</tr>
<tr>
<td>Club Name</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Medical Imaging Club</td>
<td>Exposes students in the Medical Imaging Program, through teamwork and a social environment, to related activities and field studies that equip them for out-of-classroom experiences in Medical Imaging.</td>
</tr>
<tr>
<td>Phi Theta Kappa (PTK)</td>
<td>Provides an international honor society membership by invitation only for community college students who have a 3.5 or higher grade point average.</td>
</tr>
<tr>
<td>Pre-Med Club</td>
<td>Provides a club to assist students in pursuing a career in the medical field, particularly as a medical doctor. Serves as a support network for students as they prepare to apply to medical school.</td>
</tr>
<tr>
<td>Pride Alliance</td>
<td>Reaches out to gay, lesbian, bisexual, transgendered and supporters who are enrolled or employed by the college.</td>
</tr>
<tr>
<td>Pupils of Paralegal Studies (POPS)</td>
<td>Promotes opportunity for growth in the paralegal field while creating an environment conducive to shared synergies.</td>
</tr>
<tr>
<td>South Asian Student Association</td>
<td>Promotes awareness and better understanding of the South Asian world, and promotes its cultural heritage at CLC through social events and education.</td>
</tr>
<tr>
<td>Student American Dental Hygienists</td>
<td>Provides a professional organization that connects dental hygiene students, through programs and services, to the national organization for American Hygienists.</td>
</tr>
<tr>
<td>Student Nurses Association</td>
<td>Provides a social and educational component of the nursing program for students.</td>
</tr>
<tr>
<td>VICA/Skills USA</td>
<td>Provides a non-profit organization that sponsors an industry competition in various trades and occupations, which offers students a chance to experience leadership and professional development.</td>
</tr>
</tbody>
</table>

In addition, the Student Activities Office conducts an active Emerging Leaders Program. This program uses information from The Council for the Advancement of Standards in Higher Education (CAS) to assist in making goals. The Emerging Leaders co-curricular goals are generated to help students gain leadership experience. These standards provide students with opportunities to develop and enhance a personal philosophy of leadership. The learning and development outcomes are as follows: Intellectual Growth, Effective Communication, Enhanced Self-Esteem, Realistic Self-Appraisal, Clarified Values, Career Choices, Leadership Development, Healthy Behavior, Meaningful Interpersonal Relationships, Independence, Collaboration, Social Responsibility, Satisfying and Productive Lifestyles, Appreciating Diversity, and Personal and Educational Goals. The Emerging Leaders Program offers educational sessions based on these learning outcomes. Effectiveness is measured through session and program evaluations.

The Career and Placement Services Office (CPS) offers many services to students to assist them in curricular and co-curricular areas. For example:

- **Career Planning**: Career counselors assist students who are undecided in exploring potential careers based on their interests. During April, Career Development Month, CLC provides students with workshops and seminars on career development.
- **Cooperative Education and Internships**: Students are provided with the opportunity to earn college credit while working in cooperative education or internship arrangements. Service Learning provides students with the option of participating in community services to apply theory learned in the classroom to various work settings.
- **Volunteerism**: Students explore the value of community service and service learning. A Volunteer Fair is offered twice a year for students to learn about volunteer opportunities available to them.
- **Job Search Assistance**: Services such as resume writing, mock interviewing, and an Etiquette Dinner are provided. College Central Network (a web site where students can post their resumes for prospective employers) is also available.
- **Job Fairs**: Career and Placement Services offers two mini job fairs a month. The Youth Safari job fair for 15-21 year-olds (for area high school counselors and students) and the Job Marketplace job fair are held annually.

**1P11 Determining student assessment processes**
Assessing student learning is a faculty responsibility clearly delineated in Board Policy. While it has been an integral part of every course since the establishment of the college, it began to be addressed as a college-wide process through program evaluation and the college Assessment Plan written in the early 1990s.

That Assessment Plan was revised by a faculty-led Assessment Committee in 2003, and the major components include:

1. assessment of general education outcomes
2. assessment of career programs
3. assessment of student development
4. special projects
5. education and training

Assessing the General Education Learning Outcomes was selected as one of the AQIP projects in Spring 2003. This AQIP initiative was divided into three areas:

- **Course-Embedded Artifact Scoring.** The purpose of this pilot study was to identify areas of CLC student writing that need improvement, to distribute the rubric to faculty, and to initiate discussions on how to improve writing learning outcomes. The study began in Spring 2004 and was repeated in Spring 2005.

- **Standardized Testing.** The science reasoning module of CAAP (Collegiate Assessment of Academic Proficiencies), administered every year since 2002, to two different groups of students is a process designed to collect longitudinal data, and to further recommend. (See1R1.)

- **Faculty Development.** A Community College Assessment Fair was held March 2005 where 71 faculty and administrators from Chicago-area colleges attended keynote and breakout sessions that focused on assessment results.

During the process of working on general education assessment, faculty realized that there were some General Education Learning Outcomes (GELO) that are not well distributed across the curriculum. They include:

1. Technology (25% of courses do not include technology.)
2. Social and Cultural Awareness (37% of courses do not address these outcomes.)
3. Math (30% of courses do not include math learning.)

The Assessment Committee communicated concern that many faculty were not comfortable teaching outside of their areas of expertise, that part-time faculty often lack time and resources to assist students with these outcomes, and that students needed access to learning resources that would be available at any time and any place.

Thus, a Web-based Student Resources for General Education was developed using the Blackboard Course Management System. Students are able to access these resources with no tuition fees or credit. Current online resources support technology, math, student success, speech, writing, reading, social/cultural, and critical thinking.

Additional information regarding career program assessment is included in 1P6.

### 1P12 Preparing students for further study or employment

The college regularly examines how well its students who complete programs, degrees, and certificates are prepared for further education or employment.

The Office of Institutional Effectiveness, Planning and Research (IEPR) annually surveys CLC graduates regarding their employment and transfer. Questions focus on salaries as well as student satisfaction with the quality of their education and their own attainment of learning outcomes. The college regularly reviews the results of licensure exams to determine the level of CLC’s students’ abilities on national or regional exams.
state exams. In addition, employers on Career Advisory Committees provide regular feedback on the quality of CLC graduates through surveys and informal advice. Data is shared both internally and externally with agencies such as the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB).

Several four-year institutions where many CLC students transfer provide annual reports on how CLC students’ academic performances compare with native and other community college students. These universities include Illinois State University, Northern Illinois University, the University of Illinois, and Western Illinois University.

During the Program Evaluation process, career programs also provide data on completion rates, job placement rates, and salaries of their graduates. Likewise, faculty are expected to provide information to substantiate the need for their programs by analyzing enrollment trends, completion rates, and the ever-changing workplace. The final results of the program evaluation are shared with the Assessment and Program Evaluation Committee, Curriculum Commission, Educational Affairs Council, and the Board of Trustees.

1P13 Analyzing student performance

Virtually every instructor measures student performance several times, often in several different manners, during each course. Faculty members are encouraged to measure student performance early and often and to report results to students in a timely manner. The college believes that students will be better motivated if they are clearly aware of their progress or lack of progress. Faculty use a variety of options such as exams, papers, oral presentations, projects, performance, journals, group projects, and presentations.

In addition to the graduate follow-up and business surveys, degree completion is measured by a variety of techniques, including capstone courses, portfolios, common final exams, program-wide standardized performance exams, and state and national licensure exams. Data is available to compare grade distribution by program, course, or instructor. The college also follows cohorts of students from their initial classes at CLC. Grade point averages, completion rates, and persistence are used to compare year-to-year student success, and to compare within-year student success by ethnic group or gender, for example.

Results (R)

1R1 Student learning achievement

As discussed in 1C1, the college currently has five General Education Learning Outcomes. Table 1.9 outlines the results and data regarding these outcomes:

<table>
<thead>
<tr>
<th>Table 1.9 General Education Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Learning Outcome: Critical Thinking</td>
</tr>
<tr>
<td>Results: The Science Reasoning module was administered during Spring 2004 and Spring 2005 semesters. During the first semester, less than 75 students participated voluntarily. During the second semester, 308 students in 15 class sections took the test. Valid scores were obtained for 283 students. The average score was 60.4 as compared to 59.3 for the reference group. Results indicated that 83% of CLC students made expected progress; 11% scored higher than expected; and 6% scored lower than expected. In each content area of analysis, generalization, and understanding, CLC students scored higher than the national cohort.</td>
</tr>
<tr>
<td>In the Spring 2005 Community College Survey of Student Engagement (CCSSE), 91% of CLC students analyzed the basic elements of an idea, experience, or theory; 92% synthesized or organized ideas, information, and experiences in new ways; 86% made judgments about the value or soundness of information, argument, and judgments; 87% applied theories or concepts to practical problems or in new situations; and 90% indicated that CLC had contributed to their ability to think critically and analytically.</td>
</tr>
<tr>
<td>In the Graduate Follow-up Survey, only 21 students (4%) indicated that they were not prepared to think critically and to analyze problems.</td>
</tr>
</tbody>
</table>
General Education Learning Outcome: Communication

Results: The pilot study for course-embedded artifact scoring of written assignments during the FY04 and FY05 academic years indicated the following average scores:

<table>
<thead>
<tr>
<th></th>
<th>FY04</th>
<th>FY05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>2.0</td>
<td>1.9</td>
</tr>
<tr>
<td>Structure</td>
<td>2.0</td>
<td>1.9</td>
</tr>
<tr>
<td>Style</td>
<td>2.1</td>
<td>2.0</td>
</tr>
<tr>
<td>Mechanics</td>
<td>1.8</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Ratings:
1 = Below Expectations
2 = Meets Expectations
3 = Exceeds Expectations

After a review of the latest results, faculty agreed that all students would use The Everyday Writer by Andrea Lunsford as a standard across classes.

The 2005 CCSSE survey indicated that CLC full-time students were above the mean when being required to make a class presentation. In addition, 74% reported that they prepared two or more drafts of a paper or assignment before turning it in; 14% reported that they wrote one to four papers of any length; 34% reported they wrote five to ten papers; 16% reported 11-20 papers; and 8% reported they wrote more than 20 papers of any length while students at CLC.

In the 2003 Graduate Follow-Up Survey, students reported the following:

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Well Prepared</th>
<th>Somewhat Prepared</th>
<th>Not Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared to write clearly and persuasively</td>
<td>306</td>
<td>191</td>
<td>36</td>
</tr>
<tr>
<td>Prepared to present ideas to others orally</td>
<td>304</td>
<td>193</td>
<td>34</td>
</tr>
</tbody>
</table>

General Education Learning Outcome: Quantitative Literacy

Results: All CLC courses have identified when math proficiency at the basic or higher level is required prior to enrollment. Seventy (70) percent of CLC courses require some quantitative literacy. Five developmental courses ranging from MTH 101 Elementary Concepts of Mathematics, to MTH 109 Introduction to A Graphics Calculator are used to demonstrate proficiency and are required prior to enrolling in college-level math courses. MTH 141 Quantitative Literacy requires a common final each semester. CHM 120 Chemical Concepts also has a common final. On the CCSSE report, 74% of students indicated CLC contributed to their skills in solving numerical problems.

General Education Learning Outcome: Social and Cultural Awareness

Results: During a course-mapping project, faculty reported that social and cultural awareness was a primary or secondary outcome in 63% of courses.

In the CCSSE, full-time students scored above the mean when they noted that they had a serious conversation with students of a different race or ethnicity from their own. Seventy-nine (79) percent of the students reported that CLC encouraged contact among students from different economic, social, racial, or ethnic backgrounds. Sixty-three (63) percent reported the college provided the support they needed to thrive socially. In the General Education Web Resource, students can access lists of CLC clubs and organizations, student government, and student activities.

General Education Learning Outcome: Technology

Results: The General Education Web Resource was launched during the FY05 academic year. The AQIP team created this resource to increase student and faculty comfort in using technology. While it is too soon to assess its effectiveness for students, technology resources include MS Office Applications, Internet usage, TI Calculators, guidebooks, LRC database tutorials, and using the web for research. The General Education Web Resource recently received an “Honorable Mention” from the National Council of Instructional Administrators.

On the CCSSE, 90% of the students reported that they use computers in academic work, and 81% indicated that the college has contributed to their skills in using computing and information technology. On the Graduate Follow-Up Survey, 88% of the graduates reported that they were either well prepared or somewhat prepared to use computers in an efficient manner.

1R2 Student competence evaluation

The college uses a variety of methods to gather evidence that students have acquired the knowledge and skills required for the awarding of a degree or certificate. These methods include certification/licensure rates, graduation and retention rates, employer surveys, and student transfer success. The following primary methods provide a partial listing of the results, both institutionally and across various programs:

Healthcare Programs

For the majority of the healthcare programs, students are required to pass a certification exam prior to being able to work in their chosen fields. Table 1.10 provides a sample of how CLC students have performed on the various exams:
Table 1.10 Healthcare Programs’ Pass Rates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Nursing</td>
<td>94 85 94</td>
<td>86 85 85</td>
<td>94 86 85</td>
<td>85 85</td>
<td>94 86 85</td>
<td>85 85</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>100 95 96</td>
<td>96 96 96</td>
<td>100 96 96</td>
<td>90 96</td>
<td>96 96 96</td>
<td>96 96 96</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>79 88 86</td>
<td>89 89 89</td>
<td>79 88 86</td>
<td>96 96</td>
<td>89 89 89</td>
<td>96 96 96</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>67 73 100</td>
<td>NA 10 10</td>
<td>67 73 100</td>
<td>NA 10</td>
<td>10 10 10</td>
<td>NA 10</td>
</tr>
</tbody>
</table>

In addition, in 2003, graduates of the phlebotomy program achieved an 83% passing rate. For the surgical technology program, the majority of the graduates have not chosen to take the National Certifying Examination, primarily because the health care facilities are not requiring certification as a condition of employment. From 2002-2004, only five graduates have taken the examination, but all five have passed for a pass rate of 100%.

Graduation and Retention Rates

The college’s Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey Summary for the Fall 2001 Cohort report (July 2005) provides college administrators with information on student completion and retention. In an effort to analyze completion and retention rates, the college uses data supplied by ICCB on retention and completion rates by gender and ethnicity for first-time degree/certificate-seeking students entering CLC in 2001 (2001 cohort). In addition, CLC’s trends are compared to those of all community colleges statewide. CLC’s data is further compared to previous years to show 3-year trends. The 2005 IPEDs report revealed mixed trends.

For the most part, the CLC 2001 cohort compared favorably to statewide retention trends. Retention is defined as students who completed, are still enrolled or who transferred to a state university. CLC’s full-time and part-time retention rates of 67.4% and 34.9%, respectively, were higher than the state’s average of 66.3% and 28.0%.

On the other hand, CLC completion rates were lower than the state’s average for full-time (20.0% vs. 23.7%) but higher for part-time (12.9% vs. 10.3%) students. (For information on program-specific graduates, see 1C3.) On the positive side, the 3-year completion trend for full-time CLC students increased from 16.9% in 1999, to 20.0% in 2001 (See Figure 1.4.), while the state’s average also increased from 22.2% in 1999 to 23.7% in 2001:

During this same period, CLC part-time student rates increased from 5.9% in 1999 to 12.9% in 2001, while the state’s rates also increased from 9.0% in 1999, to 10.3% in 2001. Furthermore, the graduation rates for programs less than two years for CLC full-time students (2.4%) were lower than the state’s average (3.8%), but higher for the part-time cohort (9.0% vs. 7.2%).
In addition to completion rate increases, the percentage of students leaving in good standing also increased, as did transfers to state institutions. When Retention and Left in Good Standing indicators were combined, the percentages remained fairly stable over the three cohorts. See Table 1.11:

<table>
<thead>
<tr>
<th>Table 1.11 Retention + Leavers in Good Standing Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLC</strong></td>
</tr>
<tr>
<td>Full-time totals</td>
</tr>
<tr>
<td>Retention + Leavers in Good Standing/FT Total</td>
</tr>
<tr>
<td>Part-time totals</td>
</tr>
<tr>
<td>Retention + Leavers in Good Standing/PT Total</td>
</tr>
<tr>
<td>Total full-time + part-time</td>
</tr>
<tr>
<td>Total FT &amp; PT retention + Leavers in Good Stand</td>
</tr>
<tr>
<td><strong>State</strong></td>
</tr>
<tr>
<td>Full-time totals</td>
</tr>
<tr>
<td>Retention + Leavers in Good Standing/FT Total</td>
</tr>
<tr>
<td>Part-time totals</td>
</tr>
<tr>
<td>Retention + Leavers in Good Standing/PT Total</td>
</tr>
<tr>
<td>Total full-time + part-time</td>
</tr>
<tr>
<td>Total FT &amp; PT retention + Leavers in Good Stand</td>
</tr>
</tbody>
</table>

In comparison to the other five largest peer colleges (10,000 or more credit only headcount enrollment) in the Chicago metropolitan area and monitored by this report, CLC 2001 cohort’s completion (graduated within 150% of normal time), persistence (not graduated by spring 2004 but still enrolled in spring 2004), and attrition (dropped out or transferred by spring 2004) rates compared favorably. The Moraine Valley 2001 cohort had the highest completion rate (21.4%) within the peer group, followed by the CLC and Harper cohorts with 20% each. The Oakton 2001 cohort showed the highest persistence rate (33.7%), followed by the CLC cohort (32.6%). The CLC 2001 cohort experienced the lowest attrition rate (47.4%) within the peer group, and a lower attrition rate than that of the state average (52.8%). See Figure 1.5:
Additionally, retention rates by race for full-time students at CLC for the 2001 Cohort were: 65.0% Black, 71.0% Asian, 63.9% Hispanic, and 68.2% White. See Figure 1.6.

Retention rates by race for part-time students at CLC for the 2001 Cohort were: 30.8% Black, 35.5% Asian, 31.0% Hispanic, and 36.7% White. See Figure 1.7.

In addition to tracking completion and retention by race and gender, the college also tracks completions of students with disabilities. Table 1.5 summarizes numbers and types of student disabilities. Table 1.12 provides completions:

### Grade Distribution Reports

The college routinely collects and analyzes grade distributions across divisions and programs. Table 1.13 is one example of the data the college collects:

<table>
<thead>
<tr>
<th>Division</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N</th>
<th>P</th>
<th>W</th>
<th>X</th>
<th>Total Students (less audits)</th>
<th>%Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>1,317</td>
<td>1,112</td>
<td>760</td>
<td>196</td>
<td>176</td>
<td>0</td>
<td>0</td>
<td>603</td>
<td>17</td>
<td>4,164</td>
<td>81.30%</td>
</tr>
<tr>
<td>ACE (Adult &amp; Comm. Ed)</td>
<td>226</td>
<td>164</td>
<td>68</td>
<td>24</td>
<td>22</td>
<td>1,487</td>
<td>4,903</td>
<td>103</td>
<td>0</td>
<td>6,997</td>
<td>77.00%</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>3,111</td>
<td>2,348</td>
<td>1,394</td>
<td>378</td>
<td>692</td>
<td>29</td>
<td>182</td>
<td>1,911</td>
<td>75</td>
<td>10,045</td>
<td>73.80%</td>
</tr>
<tr>
<td>Business</td>
<td>1,173</td>
<td>879</td>
<td>558</td>
<td>210</td>
<td>245</td>
<td>0</td>
<td>0</td>
<td>827</td>
<td>12</td>
<td>3,892</td>
<td>72.50%</td>
</tr>
<tr>
<td>Social Science</td>
<td>1,862</td>
<td>1,897</td>
<td>1,466</td>
<td>569</td>
<td>836</td>
<td>0</td>
<td>0</td>
<td>1,408</td>
<td>10</td>
<td>8,038</td>
<td>72.10%</td>
</tr>
<tr>
<td>Counseling</td>
<td>107</td>
<td>26</td>
<td>32</td>
<td>8</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>1</td>
<td>243</td>
<td>71.20%</td>
</tr>
<tr>
<td>EMPS (Engineering, Math &amp; Phys. Sci.)</td>
<td>1,057</td>
<td>1,228</td>
<td>1,120</td>
<td>474</td>
<td>804</td>
<td>0</td>
<td>0</td>
<td>1,156</td>
<td>14</td>
<td>5,839</td>
<td>66.40%</td>
</tr>
<tr>
<td>Total College</td>
<td>8,853</td>
<td>7,654</td>
<td>5,398</td>
<td>1,859</td>
<td>2,800</td>
<td>1,516</td>
<td>5,085</td>
<td>6,053</td>
<td>129</td>
<td>39,218</td>
<td>73.60%</td>
</tr>
</tbody>
</table>

(Successful completion is A,B,C,D, or P, except for MLT & NUR, where D is not successful.)

(X is a class audit, and is not counted as part of the total grades.)

### Graduate Satisfaction

Table 3.4 demonstrates CLC graduate satisfaction.

### University Transfer Performance

Historically, of the 12 Illinois public universities where CLC students transfer, only Northern Illinois University (NIU), Illinois State University (ISU), and Western Illinois University (WIU) have consistently provided transfer data. The Transfer Center of NIU, the Office of Admissions of ISU, and the Office of Undergraduate Admissions of WIU submitted progress reports of CLC’s Fall 2004, Fall 2003, Fall 2002, and Fall 2001 transfer cohorts. Caution should be used in generalizing because of the small cohort size of CLC transfer students, but from the data received, the following three observations can be made:
For the designated four years, the mean cumulative GPA of CLC transfer students, after one semester of studies at NIU, ISU, and WIU, was lower than the mean cumulative GPA of their peers from other community colleges, and of native students from these three universities. Only once was this negative trend reversed. In Fall 2001, CLC students who transferred to Illinois State University posted a higher GPA (2.92) than the GPA of community college transfers (2.85) and ISU native students (2.90).

The mean cumulative GPA of CLC transfer students, after one semester of studies at NIU, and ISU followed a fluctuating trend: first decreasing from Fall 2001 to Fall 2002, then increasing from Fall 2002 to Fall 2003, and then decreasing again from Fall 2003 to Fall 2004. At WIU, the pattern fluctuated slightly differently. At WIU the pattern has also been a fluctuating one first decreasing from fall 2001 to fall 2002, but then increasing from fall 2002 to fall 2004 (2.73 in F01, 2.66 in F02, 2.72 in F03 and 2.77 in F04). See Table 1.14:

<table>
<thead>
<tr>
<th>Institution</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIU</td>
<td>2.80</td>
<td>2.77</td>
<td>2.81</td>
<td>2.79</td>
</tr>
<tr>
<td>ISU</td>
<td>2.92</td>
<td>2.73</td>
<td>2.83</td>
<td>2.81</td>
</tr>
<tr>
<td>WIU</td>
<td>2.73</td>
<td>2.66</td>
<td>2.72</td>
<td>2.77</td>
</tr>
</tbody>
</table>

The mean cumulative GPA of CLC transfer students, after one semester of study in Fall 2001, Fall 2002, Fall 2003, and Fall 2004 at NIU, ISU and WIU was lower than the GPAs of other community college transfers and native students. However, other marks of academic progress (especially at ISU and WIU), such as the percentage of CLC transfer students ending in good academic standing, or the percentage of CLC transfer students not being placed on probation are positively comparable.

In addition, University of Illinois, Urbana Champaign (UIUC) Office for Planning and Budgeting recently submitted a progress report of CLC’s Fall 2000 and Fall 2004 transfer cohorts.1 (However, caution should be used in generalizing because of the small cohort size of CLC transfer students.) The Fall 2000 transfer cohort is defined as the group of students from CLC, all community colleges, four-year institutions, and UIUC natives (enrolled as juniors when the transfer cohort entered) who entered UIUC as juniors in Fall 2000 and graduated by the Summer 2004 semester. See Table 1.15:

Table 1.15 Fall 2000 Cohort – Academic Status and GPAs of CLC Students who Transferred to UIUC

<table>
<thead>
<tr>
<th>Institution</th>
<th>CLC</th>
<th>CCs</th>
<th>Other Colleges</th>
<th>UIUC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Cohort</td>
<td>22</td>
<td>100%</td>
<td>653</td>
<td>100%</td>
</tr>
<tr>
<td>Status as of end of Summer 2004:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with baccalaureate degree</td>
<td>20</td>
<td>91%</td>
<td>538</td>
<td>82%</td>
</tr>
<tr>
<td>Students still enrolled</td>
<td>0</td>
<td>5%</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Students no longer enrolled</td>
<td>2</td>
<td>9%</td>
<td>108</td>
<td>17%</td>
</tr>
<tr>
<td>GPA at the beginning of Fall 2000</td>
<td>3.48</td>
<td>3.34</td>
<td>3.33</td>
<td>3.09</td>
</tr>
<tr>
<td>GPA of UIUC graduates (3 years after the cohort entered)</td>
<td>3.23</td>
<td>3.21</td>
<td>3.24</td>
<td>3.20</td>
</tr>
</tbody>
</table>

Observations about the Fall 2000 Cohort include:
1. The entering GPA of CLC transfers (3.48) was higher than the entering GPA of all community college transfers (3.34), and UIUC natives (3.09).
2. The GPA of CLC transfers (3.23) three years later (through Summer 2004), was still higher than the GPA of all community college transfers (3.21), and UIUC natives (3.20).
3. The graduation rate of CLC transfers (91%) was slightly lower to the UIUC cohort (93%), but higher than the cohort for community colleges (82%).

1 “Community College Transfer Student Summary of Progress Report Transfers to the UIUC as of the Completion of Fall Semester 2004 & as of the Four Years after the Fall 2000 Cohort Entered.”
The Fall 2004 transfer cohort comprises all CLC students, other community college students, and students from four-year institutions as well as UIUC natives who entered UIUC in Fall 2004 as juniors and completed one semester of studies. See Table 1.16:

<table>
<thead>
<tr>
<th>Institution</th>
<th>CLC</th>
<th>CCs</th>
<th>Other Colleges</th>
<th>UIUC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Cohort</strong></td>
<td>16</td>
<td>100%</td>
<td>591</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Status as of end Fall 2004 Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in good academic standing</td>
<td>13</td>
<td>81%</td>
<td>535</td>
<td>91%</td>
</tr>
<tr>
<td>Students who dropped</td>
<td>1</td>
<td>6%</td>
<td>18</td>
<td>3%</td>
</tr>
<tr>
<td>Students on probation</td>
<td>1</td>
<td>6%</td>
<td>25</td>
<td>4%</td>
</tr>
<tr>
<td>Students who withdrew</td>
<td>1</td>
<td>6%</td>
<td>13</td>
<td>2%</td>
</tr>
<tr>
<td>Students with an undetermined status</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>GPA at the beginning of Fall 2004</td>
<td>3.38</td>
<td>3.44</td>
<td>3.39</td>
<td>3.23</td>
</tr>
<tr>
<td>GPA at the end of Fall 2004</td>
<td>2.99</td>
<td>2.93</td>
<td>3.17</td>
<td>3.23</td>
</tr>
</tbody>
</table>

**Observations about the Fall 2004 Cohort include:**

1. The entering GPA of CLC transfers (3.38) was lower than their peers from other community colleges (3.44), but higher than the GPA of UIUC natives (3.23).
2. After one semester, the GPA of CLC transfers (2.99) was now higher than the GPA of other community college transfers (2.93), but lower than the GPA of UIUC natives (3.23).
3. After one semester of studies at UIUC, CLC transfers posted lower rates of being in good academic standing (81%), compared to community college transfers (91%), and UIUC natives (92%).

**Employer Feedback**

In a telephone survey commissioned by CLC in 2005, 403 county employers indicated that CLC is well-known throughout the county and sustains a very favorable image. Over four of five respondents indicated a willingness to hire CLC graduates directly out of school. With rare exception, basic work habits, job performance, and technical knowledge of CLC graduates from all fields were rated “excellent” or “good.”

**Assessment for Career Programs**

Career program faculty are responsible for assessing both general education and career program objectives. All faculty in these programs are expected to collect data to support their assessment plans. Thus far, Career Program Assessment Plans have been submitted by 27 of the 35 programs. (See Table 1.7 for an example of an assessment plan.) Annual reports are expected to include analyses of student learning and the actions necessary to improve future assessment results. The Program Review Process demands an in-depth analysis related to need cost, completion rates, employer satisfaction, and learning outcomes every five years.

The results of CLC’s participation in the National Community College Benchmark Project indicated that CLC compared favorably to 97 participating community colleges. CLC had a greater proportion of career program completers employed in a related field.

**1R3 Learning and teaching process results**

Through the curriculum development and review processes, the college continues to add, modify, and withdraw courses and programs in order to meet the needs of students and stakeholders. Table 1.17 illustrates college activities in changing curricula and programs:
### Table 1.17 Curriculum and Program Changes, 2001-2005

<table>
<thead>
<tr>
<th>Year</th>
<th>New Courses</th>
<th>Modified Courses</th>
<th>Withdrawn Courses</th>
<th>New Programs</th>
<th>Modified Programs</th>
<th>Withdrawn Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>29</td>
<td>18</td>
<td>7</td>
<td>5</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>2002-03</td>
<td>20</td>
<td>10</td>
<td>35</td>
<td>7</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>2003-04</td>
<td>23</td>
<td>19</td>
<td>7</td>
<td>5</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>2004-05</td>
<td>33</td>
<td>22</td>
<td>1</td>
<td>5</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>69</td>
<td>50</td>
<td>22</td>
<td>65</td>
<td>13</td>
</tr>
</tbody>
</table>

The college process for determining appropriate technology needs of students and stakeholders continues to function effectively as demonstrated by the Blackboard usage, the General Education Web Resource, on-line and hybrid course development, and enhanced integration of administrative systems to support student success.

The college process of recognizing outstanding teaching is effective in identifying and selecting CLC faculty who excel in the classroom. There are two processes for selecting and awarding outstanding teaching. The first is the faculty-driven NiSOD (National Institute for Staff and Organizational Development) Award. Each year faculty members nominate other faculty members for the award. Nominees complete an application that addresses teaching philosophy, professional development, and service activities. Applications are reviewed by a faculty committee which nominates two winners. Each year the college publicly recognizes the two winners and awards them with a trip to the NiSOD conference.

The second process for recognizing outstanding teaching is guided and led by the Student Senate and includes student nominations and reviews. Both full- and part-time faculty members are nominated for the Outstanding Faculty Member of the Year. Once a nomination is made, students enrolled in a Critical Thinking class review the nominations and select the winners. One full-time and one part-time faculty member are selected and recognized. See 4P7 for other ways that effective teaching is recognized.

**1R4 Comparative results**

As demonstrated by the amount of comparative data in 1R3, it is clear the college strives to identify data to evaluate its own programs and students. The following provides even more comparative data:

**Benchmark Project**

Participation in the National Community College Benchmark Project indicated that CLC compared favorably to the averages of 97 participating community colleges in several areas:

- CLC had higher rates of degree completion three years after first attendance.
- CLC had a greater proportion of career program completers employed in a related field.
- CLC had higher success rates in English Composition II and College Algebra.
- CLC had a greater number of minority students enrolled and minority staff employed.

**Collegiate Assessment of Academic Proficiency – Science Reasoning**

To assess the level of science proficiency, a group of 303 students in 2004-2005 were given the CAAP Science Reasoning exam. In all three content areas, CLC students scored above or equal to the national cohort.

**Improvement (I)**

**111 How CLC improves current processes**

The college uses a variety of methods to improve current processes for helping students learn. Most notably, as described in 1C5 and 1P9, the college encourages and supports faculty development and discipline research and inquiry. Faculty are encouraged to apply new knowledge and share best practices with others for the purpose of improving the teaching and learning processes.
Additionally, as the college improves data collection and analysis processes, faculty and administrators are using data to improve decision making. The use of data to support student learning is especially evident with the Assessment Task Force in its review of the General Education Learning Outcomes. The use of data has greatly improved the effectiveness of current processes.

Finally, college participation in AQIP has provided the opportunity for expanded dialogues between faculty and administration. Presently, the college is reviewing how to improve processes for curriculum development by exploring the implementation of an electronic curriculum development and approval process (CurricuNet). In addition, curriculum development projects will be reviewed and discussed by the Educational Affairs Council in order to expand input and improve curriculum coordination. Finally, the college is revising the Program Evaluation process which will include yearly updates and the developing of program metrics.

1I2 How CLC identifies and communicates targets for improvement

All three of the college’s current AQIP Action Projects address student learning and development. See 8R1 for a description of the college’s projects and results. Additionally, 8I1 provides information on how these results are communicated across the institution and community.

In addition to AQIP projects, the college solicits feedback and reviews data from a variety of reports to identify areas to improve. One example includes The Benchmark Report which recently listed four areas for improvement:

- Success rates in credit, developmental/remedial courses
- Success rates for English I and Speech
- Share of public high school graduates enrolled at CLC
- Rate of employee retirements

The college is currently working to address all four suggestions.

Finally, as demonstrated in 8I1, the college is currently revising the process in which AQIP Action Projects can be suggested and discussed.
AQIP Category TWO:
Accomplishing Other Distinctive Objectives
AQIP Category TWO: Accomplishing Other Distinctive Objectives

Context for Analysis (C)

2C1 Other institutional objectives

In addition to CLC’s commitment to providing a wide range of transfer, career, continuing, and developmental education through diverse and relevant curricular offerings, the college has established the following strategic goals: 1) Learning (described in Category One); 2) Outreach; 3) Access and Student Success; and 4) Accountability and Responsible Stewardship. These goals support CLC’s mission and commitment to the community. A complete description of the goals and objectives can be found in 1C2 and 8C2.

2C2 Alignment with mission, vision, and Helping Students Learn

The college’s first goal of “Learning” is addressed extensively in Category One. Table 2.1 provides an extensive overview of how the college’s other goals align with its mission (detailed in the Institutional Overview) and its processes for “Helping Students Learn.”

<table>
<thead>
<tr>
<th>Table 2.1 Alignment of Strategic Goals with Mission and “Helping Students Learn”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Goal #2: Outreach</strong></td>
</tr>
<tr>
<td>CLC will strengthen its outreach to the community.</td>
</tr>
<tr>
<td>Alignment with Mission: &quot;...the college affirms its commitment to fostering the cultural, aesthetic, and intellectual life of the district and assumes responsibility for providing leadership to the community in these areas. In addition, the college is committed to the advancement and development of the district’s economy and recognizes its civic responsibility to provide education and training for business and industry.&quot; (CLC Mission Statement)</td>
</tr>
<tr>
<td>Alignment with &quot;Helping Students Learn&quot;: As described in Category Nine: Building Collaborative Relationships, the college believes strongly in developing strategic partnerships with organizations and institutions that strengthen our ability to meet students’ and stakeholders' needs. To achieve this goal, the college has developed relationships with organizations such as:</td>
</tr>
<tr>
<td>- Local K-12 Schools --Workforce Investment Board --Great Lakes Naval Base --Small and Mid-Sized Employers</td>
</tr>
<tr>
<td>- Large Multi-National Corporations --Community Groups and Not-for Profits --Regulatory and State Agencies</td>
</tr>
<tr>
<td>- Accrediting Bodies --Healthcare Providers --Trade Associations --Economic Development Partners/Chambers</td>
</tr>
<tr>
<td>- Local Court Systems --Public and Private Universities --Police and Fire Departments --University Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strategic Goal #3: Access and Student Success</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CLC will work to reduce barriers and increase opportunities to meet the diverse needs of the people of Lake County.</td>
</tr>
<tr>
<td>Alignment with Mission: &quot;The college pledges to support these courses and programs with an array of print, multimedia, and electronic learning resources and flexible student services that include advising, counseling, financial aid, and placement.&quot; (CLC Mission Statement)</td>
</tr>
<tr>
<td>Alignment with &quot;Helping Students Learn&quot;: The college is committed to expanding access to higher education for the residents of Lake County. To achieve this, the college strives to offer courses and programs in formats and locations that are convenient for students and residents. As a result, in addition to the Grayslake Campus, the college offers courses and programs at the Lakeshore Campus in Waukegan, the Southlake Education Center in Vernon Hills, and in 39 extension sites strategically located throughout Lake County (High Schools, CBOs, and Government Offices). The college has continued to build on-line courses and is now one of the leading community colleges in Illinois offering on-line courses. Hybrid courses also have increased enrollments and both are supported through the college’s Blackboard system. The college is building a new campus in Vernon Hills which will meet the growing enrollments in the southern part of Lake County. The CLC Foundation has been expanding its financial support for student scholarships. The college has been an active partner in the establishment of the University Center of Lake County which provides baccalaureate and graduate degrees for Lake County residents. The college also collaborates with local elementary and high schools to promote students’ preparation and transition to college. The college has expanded its space to better serve students through its Job Center, Women’s Center, and Minority Transfer Center.</td>
</tr>
</tbody>
</table>
Strategic Goal #4: Accountability and Responsible Stewardship

CLC will evaluate and improve all academic and non-academic departments to ensure high quality and utilize resources efficiently and effectively and expand resources.

<table>
<thead>
<tr>
<th>Alignment with Mission: “As an institution that values the learning of its faculty and staff as well as its students, the college will engage in ongoing processes of assessing student achievement and providing staff development in order to improve its work and be accountable to its several constituencies.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Throughout all of its work, the college will maintain academic standards that will lead to competence and encourage the pursuit of excellence.” (CLC Mission Statement)</td>
</tr>
<tr>
<td>Alignment with “Helping Students Learn”: The college is continuing its assessment of academic curricula through program evaluation and department review. The college is collaborating with the University Center of Lake County to support efficient use of resources for higher education throughout Lake County. The college will continue to assess student satisfaction through the CCSSE and Noel Levitz surveys. The college is committed to protecting the environment through protection of nearby wetlands and natural areas, recycling programs, and promotion of Earth Week. All employee reviews are conducted annually and are directly related to CLC’s strategic goals. All planning and budgeting activities follow the college’s strategic planning process. The college actively seeks out external sources of funds, including grants and foundations, in an effort to maximize resources.</td>
</tr>
<tr>
<td>Departments Supporting Accountability: Administrative Services; Office of Institutional Effectiveness, Planning and Research; Information Technology Services; Educational Affairs; CLC Foundation; Human Resources; Resource Development and Legislative Affairs; and Office of Training and Development.</td>
</tr>
</tbody>
</table>

Processes (P)

2P1 Determining other objectives

The college determines other distinct objectives through the following three primary processes:

1. Strategic Planning Process: Includes developing goals, objectives, activities, and resource needs.
2. Environmental Scanning: Includes collecting and analyzing both internal and external demographics and trends.
3. Collaborative Relationships: Includes gathering information and advice through both formal and informal dialogue with college partners.

Strategic Planning Process

CLC has an extensive strategic planning process, which includes establishing Board-approved goals and objectives that span a three-year term. The planning process is marshaled by the CLC Office of Institutional Effectiveness, Planning and Research (IEPR) and includes the annual budgeting as well as resource deployment. Strategic planning reflects the college mission (what we do, why, and for whom), the college goals (institutional priorities), objectives (distinctive segments of the goals), activities (individual unit acts designed to achieve goals and objectives), and budget (the resources for CLC to accomplish its activities). In short, strategic planning is a road map for the college to follow.

The college’s planning process enables CLC to utilize a collaborative and uniform process to achieve its mission and allocate its resources. It also affords staff the opportunity to understand and agree on the activities to be completed in order to meet the college’s mission to the community college district. The annual planning process coincides with the annual budgeting process. The Office of Institutional Effectiveness, Planning and Research (IEPR) holds informational meetings about the planning process with employee groups. Staff are encouraged to provide feedback in person, through email, by telephone and/or in writing. Administrators develop unit activities through consultation with their staff at the inception of planning for those activities. They also provide feedback of the approval of those activities to their staff through the planning and budgeting process.

The administrators are instructed in using a SMART process to create their activities. They must be specific(S). They must be measurable (M). They need to be action-oriented (A). Not only should they be challenging, but also they must be realistic(R). Lastly, they should acknowledge time (T) and resource constraints.

The college goals and objectives are developed and approved by Executive Staff and the CLC Board of Trustees. Administrators and the Executive Staff approve the activities in support of the goals and objectives. There are two reports on the accomplishment of college goals and objectives. First is the mid
year progress report created at the end of the first semester. Second is the end-of-the-year report created at the culmination of the fiscal and academic year.

Environmental Scanning
In support of the planning process, the Office of Institutional Effectiveness, Planning and Research (IERP) provides a wealth of data and demographic information for the college staff to analyze such as The Fact File, Enrollment Trends, Graduate Follow up Survey, The National Community College Benchmark Program, the Noel Levitz Student Satisfaction Inventory, the Business Image Survey, and many more. A detailed list is provided in Category Seven, Measuring Effectiveness. Administrators, working with faculty and staff, analyze data and trends to determine new programs and services beyond academic programs and services. For example, the recent upward trend of minority enrollment led to developing the Minority Transfer Center.

Collaborative Relationships
As described in 9C1 and 9P1, the college believes strongly in engaging in dialogue with both internal and external partners for the purpose of identifying new programs and services beyond the college’s academic programs. For example, relationships with the local court systems have led to developing special programs designed to promote traffic safety, and to addressing issues associated with divorce. Relationships with local high schools have resulted in special initiatives to support on-going dialogue with high schools and to improve student transitions. Collaborative efforts with student government and organizations have led to developing a variety of support services that aid students in such areas as registration and student activities. Finally, through the extensive network of advisory committees, the college is able to stay connected to the community which provides opportunities to learn about various initiatives in which the college can participate.

2P2 Communicating expectations

CLC uses oral presentations, print media, and the college web site to communicate its goals, objectives, and activities. The annual college catalog contains the college mission, goals and objectives. The college catalog is disseminated in print and is on the college web site: http://www.clcillinois.edu/catalog/. The annual college budget reflects the fiscal support to achieve the missions, goals, and objectives. The approved college budget is available to the public, and printed copies are distributed to every administrative unit.

Several publications are created by the Office of Public Relations and reflect various aspects of the college’s objectives. See Table 2.2:

<table>
<thead>
<tr>
<th>Publication</th>
<th>issued</th>
<th>Audience</th>
<th>Electronic Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog</td>
<td>Annually</td>
<td>Everyone</td>
<td><a href="http://www.clcillinois.edu/catalog/">http://www.clcillinois.edu/catalog/</a></td>
</tr>
<tr>
<td>Chronicle</td>
<td>Bi Weekly</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>CLC Website</td>
<td>Virtual</td>
<td>All</td>
<td><a href="http://www.clcillinois.edu/">http://www.clcillinois.edu/</a></td>
</tr>
<tr>
<td>CLC Intranet</td>
<td>Virtual</td>
<td>Faculty and Staff</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>Monthly</td>
<td>Staff</td>
<td></td>
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<tr>
<td>Alumni News</td>
<td>Semi-Annually</td>
<td>Alumni and Staff</td>
<td></td>
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<tr>
<td>End-of-Year Report</td>
<td>Annually</td>
<td>Staff</td>
<td></td>
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<tr>
<td>Mid-Year Progress Report</td>
<td>Annually</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Press Releases</td>
<td>Periodically</td>
<td>Public</td>
<td></td>
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<tr>
<td>High School Newsletter</td>
<td>Each Semester</td>
<td>Prospective Students</td>
<td></td>
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<tr>
<td>Student Handbook</td>
<td>Annually</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>CLC Foundation Annual Report</td>
<td>Annually</td>
<td>Public</td>
<td></td>
</tr>
<tr>
<td>CLC Annual Report</td>
<td>Annually</td>
<td>Public</td>
<td></td>
</tr>
<tr>
<td>Class Schedules</td>
<td>Each Term</td>
<td>All</td>
<td><a href="http://www.clcillinois.edu/schedule.asp">http://www.clcillinois.edu/schedule.asp</a></td>
</tr>
</tbody>
</table>

In addition to the publications listed above, all programs and services have developed various publications and marketing plans to inform and educate both internal and external stakeholders about the myriad of programs and services supporting student and community development.
2P3  **Determining faculty and staff needs**

CLC has an expansive and inclusive process of setting college goals and objectives that covers a time span of three fiscal years, currently FY 2006-2008. Input is provided from all college employee groups and the institutional governance system. The annual budgeting process is directly related and includes both human resource needs and budget resources. At the end of each fiscal year, every department reports on its success in accomplishing its activities relating to the college goals and objectives. As the next cycle of creating departmental activities begins, the process mandates approval by area directors, deans, and respective vice-presidents, along with related budget amounts. The Executive Staff approves and finalizes specific activities for the fiscal year and the related fiscal budget. The culmination of this process is the approval by the college’s Board of Trustees.

At the beginning of each fiscal year, all departments and divisions are required to develop activities to support institutional goals and objectives. This formal process requires deans and department directors to work with faculty and staff to develop activity plans. These plans include detailed information about the resources and support from others needed to accomplish the plan. During this part of the process, faculty needs are specifically addressed.

2P4  **Assessing and reviewing objectives**

The strategic planning process serves as a blueprint for activities during the academic year. In October, all administrative units are asked to review their activities and assess their progress in meeting their portions of the strategic plan. Depending on the particular administrative unit, the dean or director may do the assessment, or faculty or other staff members may be involved. Brief updates are submitted to the appropriate vice-president for review, and they are then collected and submitted to the college president and to the Board. Near the end of the academic year (May), all units again are asked to assess their progress in meeting their objectives. Their end-of-year summaries are again reviewed by the vice-presidents, the president, and the Board of Trustees. As the end-of-year assessment is being completed, the college’s goals and objectives are being updated for the coming year, and departments are planning activities for the new objectives, referring to their reviews of the current activities for direction and correction.

All departments/divisions in the college undergo an extensive departmental review every five years. The review is conducted by appropriate members of the department and other staff from outside the department or division. The newly revised department review process requires departments to develop a mission statement, identify key stakeholders and needs, document key processes, and survey customers/students. A key feature of the process is the assignment of departmental "mentors" to work with the departments undergoing review. Mentors are chosen from outside of the department and have been trained to provide expertise to ensure that departments maximize the review process in an effort to improve operations.

2P5  **Measuring**

See the “Measures” column in Table 2.3.

**Results (R)**
2R1 \textit{Results of accomplishing distinctive objectives}

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Goal #2: Outreach</strong></td>
<td>Number of businesses served and individuals trained</td>
<td>The number of businesses served by CLC’s Business &amp; Industry Services has risen in each of the last three years. In FY04, the college served 342 businesses. A total of 684 area businesses have been served since 2001. The statewide average number of businesses served during this same time period was 527. During the same period, CLC trained more individuals (15,785) than the state’s average (11,115).</td>
</tr>
<tr>
<td></td>
<td>Non credit enrollment data.</td>
<td>Total non-credit head count unduplicated for FY05 totaled 37,093.</td>
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<td></td>
<td>Enrollments in Community Education.</td>
<td>The Public Service Institute (PSI) FY05 enrollments increased to 129 sections with 1226 headcount. Court- ordered Traffic Safety, and Parenting courses FY05 enrollments increased to 1154 sections with 28,809 headcount.</td>
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<tr>
<td></td>
<td>Number of events and attendees in the James Lumber Center for the Performing Arts.</td>
<td>During FY05, 36,367 people attended 102 performances in the James Lumber Center for the Performing Arts.</td>
</tr>
<tr>
<td></td>
<td>Enrollments supported by social agencies and Great Lakes Naval Base.</td>
<td>During FY05, 151 students received tuition reimbursement through the U.S. Military. In addition, 240 students received tuition support by 10 county and state agencies.</td>
</tr>
<tr>
<td><strong>Strategic Goal #3: Access and Student Success</strong></td>
<td>Enrollments in alternative delivery courses</td>
<td>During the fall 2005 semester, 1880 seats were taken in internet courses (See 1C3.), 122 seats in telecourses, and 328 seats in interactive TV courses.</td>
</tr>
<tr>
<td></td>
<td>Number of extension sites</td>
<td>In addition to courses and programs offered at the Grayslake and Lakeshore campuses and the Southlake Education Center, the college offered programs and courses at 10 high schools, 14 community- based organizations or government offices, 7 businesses (not including B &amp; I Program above), and 8 hospitals, or fire departments.</td>
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<tr>
<td></td>
<td>New facility construction</td>
<td>The college completed construction of the Technology Building in 2004, additions and renovations at the Lakeshore campus in 2005, and will complete a 50,000 square foot addition to the Southlake Education Center in 2006.</td>
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<tr>
<td></td>
<td>Scholarship funds awarded</td>
<td>CLC’s Foundation awarded $375,850 in scholarship funds to 635 students in FY05.</td>
</tr>
<tr>
<td></td>
<td>Transfer Rates</td>
<td>Between FY01 and FY04, CLC’s transfer rate ranged from 19.9 percent to 28 percent.</td>
</tr>
<tr>
<td><strong>Strategic Goal #4: Accountability and Responsible Stewardship</strong></td>
<td>Student satisfaction on CCSSE, Noel Levitz, and the National CC Benchmark Project</td>
<td>CCSSE results indicated that full-time CLC students scored above the mean in “making a class presentation” and “in having a serious conversation with students of a different race or ethnicity.” Students were below the national mean in their satisfaction with the college providing financial support to afford education, transfer to a 4-year university, and financial aid advising. The Noel Levitz Satisfaction Inventory indicated that CLC students were more dissatisfied with advising and counseling than their counterparts. The National Community College Benchmark Project showed CLC students had higher rates of completion three years after first attendance. CLC also had a greater proportion of career program completers employed in a related field, higher success rates in English Composition II and college algebra courses, and a greater number of minority students enrolled and minority staff employed. CLC needs to improve student success rates in both credit and developmental courses.</td>
</tr>
<tr>
<td></td>
<td>Instructional Costs</td>
<td>The cost of instruction per credit hour declined 7.8 % from FY03 to FY04. The cost of administration and support per credit hour declined by 10% from FY03 to FY04.</td>
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<tr>
<td></td>
<td>Financial Audits</td>
<td>The college has consistently received “unqualified” audits by an external audit firm. Since 2001, the college has been recognized by the Government Finance Officers Association with the Certificate of Achievement for its Comprehensive Annual Finance Report.</td>
</tr>
</tbody>
</table>
| | Grant acquisition | 2003 = $5,839,684.00  
2004 = $4,259,665.00  
2005 = $2,987,496.00 |
2R2 Results comparisons

CLC has limited access to comparative data regarding peer institutions’ distinctive objectives. As a result, the college will continue to explore mechanisms to identify comparative data.

2R3 Results of enhancing community relationships

Through the various processes for determining other distinct objectives described in 2P1, CLC has created and developed a wide variety of programs and services designed to address community and regional needs and enhance the college’s comprehensive mission:

Business and Industry Services Department

The Business and Industry Services Department consists of three separate but complementary centers. The work of this department provides an important link to the business community and provides mechanisms for the college to address training and education needs of both employers and employees. In addition, through these relationships, the college is provided the opportunity to enter discussions about how businesses can support the educational process by offering internships, cooperative education experiences, part-time employment opportunities, or service on advisory councils. Also, through the various business development programs, the college contributes to the economic development of the region. The three centers are as follows:

The Business and Industry Training Center provides Lake County employers with a wide range of instructional programs for training or retraining their employees. Training features include customized curricula, on-site and off-site programs, and program development to meet special needs. Programs include customized on-site training in manufacturing and industrial technologies, managerial and supervisory skills, computer skills, basic skills development, English as a Second Language, business writing, presentation skills, and workplace Spanish. On-site credit programs can also be arranged to enhance employee development. The Business and Industry Training Center provides the Lake County business community with quality, cost-effective training programs needed to be competitive in the quality-oriented global economy.

The Procurement Technical Assistance Center (PTAC) assists local businesses that seek to sell products or services to the government. Its goals are to develop and maintain strong business relationships with local businesses, and to provide training and resources that will assist them in developing government customers and various government business opportunities. Assistance is provided with initial requirements such as registrations, web-site usage, and general procedures and requirements. Assistance is also provided with the requirements for and completion of various certifications, including those for woman- and minority-owned businesses. Training is provided on a variety of topics related to doing business with the government. Outreach events are held to assist business networking and meeting with potential government customers. The Procurement Technical Assistance Center’s services are made available to the business community through a cooperative agreement between the Defense Logistics Agency, the Department of Commerce and Economic Opportunity, and the College of Lake County.

The Small Business Development Center (SBDC) is part of a national network of over 900 centers whose mission is to help both existing businesses and potential entrepreneurs succeed by providing managerial and technical assistance. The SBDC accomplishes its mission by a number of means, including one-on-one consulting in all aspects of business operations; educational and training opportunities encompassing a variety of workshops and seminars; access to resources and information including SCORE (Service Corp of Retired Executives) Counseling; a Resource Center; and assistance in identifying and securing financing to start or expand a business. Workshop/seminar areas include business start-up, business planning, marketing, tax issues, record keeping and bookkeeping, buying and selling a business, computer software and hardware, and international trade and finance options. The SBDC program, in existence at the college since 1986, is partially funded by the U.S. Small Business Administration (SBA) in partnership with the Illinois Department of Commerce and Economic Opportunity. All SBA programs are extended to the public on a nondiscriminatory basis.
Adult and Community Education Programs

Through the Adult and Community Education Division, the college provides a wide range of community and professional development programs. Services provided by this division allow the college to serve community members and stakeholders who may not be in need of credit programming. The following provides an overview of the various programs and services:

Community Development / Judicial Programs include the Defensive Driving Program which the college has offered since 1991, in conjunction with the 19th Judicial Circuit of Illinois. The courses provided are accredited by the National Safety Council and are offered in both a four-hour and eight-hour format. Motorists who receive a minor traffic violation in Lake County may opt to take these classes under court supervision. The courses emphasize defensive driving techniques, including rules of the road, and collision prevention.

Community Development offers other courses for the Court, including the Family Parenting Program and the Live Victim Impact Panel. The Family Parenting Program is for parents of minor children who are seeking dissolution of marriage. This three-hour class deals with the effects of divorce on minor children and how to help children through an emotionally difficult time in their lives. The Live Victim Impact Panel is designed as an effort to affect the behavior and state of mind of those convicted of DUI and related offenses. The college, along with the Alliance Against Intoxicated Motorists, provides a forum for victims of DUI offenses to relate their stories about the impact of the crime on their lives, with participants who have been referred by the Court for DUI offenses. The Volunteer Probation Support Program, in conjunction with Court Services of Lake County, recruits, trains, and assigns volunteers to work with adults and juveniles during their probation periods, providing support, mentoring and supervision. The Community Development department also provides administrative support to the 19th Judicial Family Violence Coordinating Council, working to bring community awareness to the issue of family violence through education and training.

The Community Education Department offers programs in Security Officers Basic and Firearm Training, Private Investigative Technology, Flagger Certification and Work Zone Safety, Defensive Driving for Professional Truck Drivers, Coaching the Van Driver, Water-Wastewater Certification, Grant Writing, Bartending, and the Beverage, Alcohol Sellers and Servers Educational Training course (BASSET). The BASSET program is certified by the Illinois Department of Alcohol and Substance Abuse, and is required by the Lake County Liquor Commission and various other municipalities for establishments serving and selling alcohol to the general public.

The Public Service Institute is part of the Community Education Department and provides Lake County with a resource for linking public service agencies with training and development resources that would otherwise be unavailable because they are cost prohibitive. The Institute was established in 1996 to coordinate resources and assist with staff development for numerous agencies that provide public and civic services to the residents of Lake County. Training options include courses offered on campus as well as custom-designed programs that can be delivered off-site. Courses can be tailored to the unique needs of public service entities. Working relationships have been established with agencies such as the Lake County Fire Chiefs Association, Lake County Council Against Sexual Assault (LaCasa), and Lake County Municipal League.

The Criminal Justice Institute is part of the Community Education Department and offers a variety of in-service programs for the law enforcement community. Courses include Use of Force, Instructor Development, Drug Identification, Defensive and Evasive Driving, and Community Service Officer. This high-quality training is accessible to local law enforcement agencies at a fraction of the cost of using distant vendors. Many of the courses are certified and reimbursable through the Illinois Law Enforcement Training and Standards Board. The Criminal Justice Institute is a federally certified training center, and it makes use of high-tech simulator systems for emergency vehicle operations and firearms judgment training.
James Lumber Center for the Performing Arts
The College of Lake County opened its new Performing Arts Building with a performance by the Symphonic Pops of Chicago in February 1997. The $14 million facility presents professional touring acts of high caliber and artistic quality to Lake County, Illinois, and surrounding communities, and showcases the college’s performing arts programs in music, theater, arts, and dance. It includes a 600-seat main stage theater with a motorized orchestra pit suitable for a full-scale orchestra, which is used for large-scale music, theater, and dance productions; a 250-seat studio theater with a manual thrust stage setup for small- to mid-size theatrical and music productions and cultural events; and a 120-seat “black box” experimental theater used primarily for instructional space, student productions, and outside rentals.

The artistic goals for the James Lumber Center for the Performing Arts are to present diverse annual programming representing each of the performance disciplines, and to encourage audience development throughout the Lake County community.

Through its mission, CLC affirms its commitment to fostering the cultural and aesthetic life of the district and operates the newly renamed James Lumber Center for the Performing Arts (JLCenter) with these general and artistic statements of purpose:

- To encourage audience development by presenting artistic events of the highest quality that broaden and enrich aesthetic awareness and appreciation;
- To serve as a cultural resource center for Lake County and surrounding areas by offering diverse activities representing a variety of artistic disciplines and cultures;
- To present at least one annual performance representative of an international culture;
- To present at least one annual event in each of the performance disciplines of music, drama and dance;
- To encourage audience development throughout the CLC communities by offering programs representing a wide variety of artistic impressions.

Improvement (I)

How CLC improves systems

The college utilizes the Strategic Planning Process (See 2P4.) and two major review processes, Academic Program Review and Departmental Review, to monitor and improve its systems and processes for accomplishing other distinctive objectives. The Strategic Planning Process is an annual process with a tri-annual goal revision cycle that provides a platform for reexamining the system and processes. Both Academic Program Review and Departmental Review are on five-year cycles.
AQIP Category THREE: Understanding Students’ and Other Stakeholders’ Needs
AQIP Category THREE: Understanding Students’ and Other Stakeholders’ Needs

Context for Analysis (C)

3C1 Students’ and other major stakeholders’ requirements and expectations

AND

3C2

As a comprehensive community college, the College of Lake County’s primary stakeholders are students. However, there are additional major stakeholders as shown in Table 3.1:

<table>
<thead>
<tr>
<th>Table 3.1 Major Stakeholders’ Requirements</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
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<tr>
<td>Degree-seeking students (A.A./ A.S., Certificate)</td>
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<td>Transfer Students</td>
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<td>International Students</td>
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<td>Lifelong Learners</td>
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<td>English Language Learners</td>
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<td>Prospective Students</td>
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<tr>
<td>Key Stakeholders</td>
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<tr>
<td>Parents</td>
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<td>Community Members</td>
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<tr>
<td>Accreditation and Government Regulatory Agencies, and Local Legislators</td>
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<td>Transfer Institutions</td>
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<tr>
<td>School Districts: High Schools and Grade Schools</td>
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<tr>
<td>Board of Trustees</td>
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</table>
Processes (P)

3P1 Identifying, analyzing, and addressing students’ needs

The changing needs of current students are identified and tracked at an institutional level and at the departmental point-of-service level. At the institutional level, the Office of Institutional Effectiveness, Planning and Research (IEPR) administers (in alternating years) the Noel-Levitz Student Satisfaction Inventory, and the Community College Survey of Student Engagement (CCSSE). IEPR collects and analyzes enrollment, environmental scanning, and other demographic data that are used in determining changing student needs. The annual Survey of New Graduates generates the data that will indicate how well their education at CLC is serving them. Survey data is analyzed by IEPR which then presents the summarized/interpreted results to the audience best able to act upon those results.

Information about students’ changing needs is collected at certain points-of-service, specifically, Divisional offices, Admissions and Counseling. A variety of methods are used to collect information including comment cards and student surveys. Departments evaluate comments or feedback coming from students or other CLC employees. When warranted, hard data is sought to validate that needs are, indeed, changing. The data gathered by a particular department is used to improve its internal processes for serving students, such as creating an alternative registration procedure for ESL students, or increasing the hours of counselor availability. If other departments have a stake in the outcome or process to be changed, they are asked to become involved in determining or selecting the course of action.

The Student Recruitment, the Talent Search Program, and faculty and staff keep abreast of the changing needs of prospective CLC students. The Student Recruitment staff conducts informational sessions for students by visiting area high schools, and by hosting informational luncheons for area high school counselors. Talent Search offers programs to young people with academic potential who may be at-risk for pursuing higher education. The work done by Student Recruitment and Talent Search enables the college to learn firsthand how students’ needs and expectations are changing from year to year. In addition, the college representatives meet regularly with high school counselors and administrators in an effort to improve programs and services.

3P2 Building and maintaining student relationships

The Office of Admissions and Records and Enrollment Services begins building relationships with students through the recruitment and admissions processes. In addition to its regular contacts with local high schools, CLC sponsors annual events such as College Night and Career Expo to keep high school students and their parents informed about CLC. All high school juniors and seniors receive a newsletter which also helps students learn about programs and activities. Admission, application, and financial aid information is sent to students. In addition, Enrollment Services makes regular visits to businesses throughout the district to help employees learn about the college’s programs and classes. Pre-enrollment services include placement testing and academic advising, either with a counselor or a faculty member. All students are encouraged to attend Preview Day and New Student Orientation. In addition, students may enroll in a Freshman Seminar.

After students are enrolled, faculty provide a critical contact with them, helping both inside and outside the classroom. Faculty keep connected to their online students though e-mail and telephone. Students are encouraged to participate in multiple events sponsored by Student Activities. There are numerous clubs...
supported by faculty and staff (See Table 1.8). Likewise, students have multiple opportunities to get involved through the Student Government Association, Student Senate, representation on the Board of Trustees, and search committees.

Every student is given an e-mail address through the college. In addition to an initial advisement session, each student is required to visit with an advisor prior to enrollment at the 19th and 41st credit hour. This ensures that students are enrolling in the appropriate courses for their selected programs and will more easily move forward to completion.

3P3 Identifying, analyzing, and addressing changing stakeholders’ needs

CLC uses a variety of methods to identify, analyze, and address the changing needs of major stakeholders. Table 3.3 provides a description of how the college identifies the changing needs of key stakeholders.

The analyses of data collected are conducted by various units throughout the college. For example, both student and district demographic data are reviewed on a regular basis by the Executive Staff and the Educational Affairs Council, and the data and results are then disseminated throughout the institution. Based on this information, the college can determine enrollment trends, plan for new programs, or increase or decrease resources to meet students’ needs.

3P4 Building and maintaining stakeholder relationships

Advisory Committees play a critical role in maintaining links to community needs. The General Advisory Committee meets regularly with the president, responds to current issues, and provides advice on changing needs of the community. Career Advisory Committees provide leadership from local businesses and social agencies to keep these programs relevant. The High School Advisory Council meets regularly with the vice president for educational affairs.

The Office of Student Recruitment maintains relationships with all public and private high schools, providing materials, on-site presentations, and an annual Counselor’s Breakfast.

Finally, as elected officials representing the college in the community, the Board of Trustees maintains regular contact and is available to district residents.

3P5 Determining new student and stakeholder groups

As a college committed to serving the diverse needs of the community, the College of Lake County routinely engages in environmental scanning, community outreach, and data/demographic collection and analysis. Services for new student or stakeholder groups are determined in several ways.

First, through a coordinated and purposeful effort, the college maintains an extensive network of advisory committees. Table 3.2 provides a listing and membership description of the various advisory committees:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s General Advisory Committee</td>
<td>15 members, consisting of community, business, and government leaders.</td>
</tr>
<tr>
<td>Career Advisory Committees</td>
<td>40 career advisory committees made up of 410 community and business representatives with specific discipline or program expertise.</td>
</tr>
<tr>
<td>Lakeshore Campus Advisory Committee</td>
<td>Members include business, government, clergy, and community representatives from the northeast part of the county.</td>
</tr>
<tr>
<td>Southlake Educational Center Advisory Committee</td>
<td>Members include business, government, clergy, and community representatives from the southern part of the county.</td>
</tr>
<tr>
<td>High School Advisory Council</td>
<td>Members include representatives from Lake County high schools</td>
</tr>
</tbody>
</table>
Second, through the Office of Institutional Effectiveness, Planning and Research (IEPR), the college routinely collects and analyzes demographic and institutional data to determine new programs and services. For example, recent census data and projections detailed the growth of the Hispanic population in Lake County. As a result, the college increased the number of ESL and ESL-supported programs it offers. Additionally, the college decided as one of its AQIP action projects to increase the number of English language learners transitioning into "college-level" programs. In addition to reviewing demographic data, the college collects data from the community members and businesses through surveys and focus groups. Examples include the Business Engagement Survey conducted in 2005, the Small Business Focus Groups conducted in 2003, and the Community Engagement survey conducted in 2004.

Finally, the college prides itself on being an active member in the community and leverages these relationships to determine new programs and services. In addition to the wide range of advisory committees described, the following departments serve as valuable links to the community:

**President’s Office**
Through active environmental scanning, analysis of IEPR reports and data, and regular community engagement activities, the president’s office routinely fields requests for new programs and new student populations. Often, these requests are then disseminated to the appropriate vice president for review and analysis.

**College of Lake County Foundation**
Foundation members continually ask and receive input from both internal and external constituents. For example, the Foundation is in constant communication with the Financial Aid office regarding scholarship offerings and other needs. The Foundation board is always available to listen to requests for financial support which often target new student populations or stakeholders. Most recently, the Honors Program asked for additional financial support, and the Foundation board approved the proposal.

**Business and Industry Services**
The Business and Industry Services department often serves as the primary entry point in engaging the business community about new programs and services. Through customized training activities, small business consulting, procurement assistance, and chamber of commerce memberships, representatives from the Business and Industry Services office are in daily contact with the business community.

**Adult and Community Education**
The Adult and Community Education department serves as the primary entry point for individuals not seeking credit, certificate, or degree programs. Often, through requests from constituents, surveys, and community activities, representatives from Adult and Community Education learn of new student needs and programming. Additionally, the department often services as a “test-bed” to pilot new programs and to build new student populations.

**3P6 Collecting complaint information, analyzing feedback, and communicating actions**

Student and other stakeholder complaints have several different entry points depending on the nature of the complaint. All departments are encouraged to address student and stakeholder complaints expeditiously. The following provides an overview of the formal processes and entry points regarding student and stakeholder concerns:

**Academic Concerns**
For all academic-related student concerns, the college has a six-step process described in the CLC Catalog and which consists of the following:

1. Student meets with instructor to attempt to resolve the issue.
2. If not resolved, the student meets with the appropriate dean.
3. The dean reviews the student concern, engages in discussion with appropriate individuals (instructor, counselors, vice president for student development, etc.), and renders a decision.
4. If the student wishes to appeal the dean's decision, the student submits a written statement to submit to the dean.
5. If the student wishes further appeal, the student statement and additional materials are submitted to the vice president for educational affairs for review.
6. If the matter is still not resolved, the president will address the situation. If the issue is not resolved by the president, the student has the option of requesting that the president present the concern to the Board of Trustees.

President’s Office
The president’s office often serves as a clearinghouse for complaints from both stakeholders and students. On rare occasions, these complaints are issues that were unresolved at a lower level within the college. However, the majority of the complaints are “first-time” complaints that are then referred to the appropriate division to address.

Counseling
Often, the counseling office receives student complaints during counseling or advising sessions, telephone calls, letters, and through third-party intermediaries such as other departments or parents. The director responds to each complaint individually. Responses may be by telephone, letter, or face-to-face contact. The director investigates, consults, informs and provides feedback to student or stakeholder. The director works until the complaint is resolved, or the individual is routed/referred to the appropriate office/individual who can address the issue.

Student Development Office
The Student Development Office handles issues regarding student discipline. To ensure that all students are treated fairly, the College of Lake County has developed policies governing student life:

Student Rights and Responsibilities (CLC Catalog)
The College of Lake County recognizes that students are both citizens and members of the academic community. As citizens, students have freedom of speech, assembly, association, and press, and the right of petition and due process as guaranteed by the state and federal constitutions. As members of the College of Lake County academic community, students have a number of additional rights:

1. The right to participate through the Student Government Association in the formulation and review of college regulations and policies directly affecting them.
2. The right to learn in an environment that is free of discrimination and harassment based on race, ethnic origin, creed, gender, age, veteran’s status, sexual orientation, or non-disqualifying disability.
3. The right to learn in an environment that is free of physical abuse or threats thereof.
4. The right to address academic concerns.

In addition to these rights, each student assumes an obligation to conduct himself/herself in a manner compatible with the college’s function as an educational institution. If this obligation is not fulfilled by the student, the college must meet its obligations to the larger academic community by taking appropriate disciplinary action.

A student may be subject to disciplinary action whenever he or she commits, attempts to commit, or contributes to any act of misconduct on a campus or extension site of the college or elsewhere, if there is a direct relationship between such act and the college. Such misconduct or attempted misconduct may occur during class, or at an activity, function, or event sponsored by the college.

Discrimination and Harassment Complaint Procedures (CLC Catalog)

Discrimination and Harassment Policy
The College, in its commitment to equal rights, will ensure that students may work, learn, and study in an environment that is free of illegal harassment. Harassment infringes upon mutual respect in work and academic relationships and causes serious harm to students in the pursuit of their future careers and success.
In accordance with the statutory provisions included in Title VII of the Civil Rights Act, Title IX of the 1972 Education Amendments, and all other applicable federal and state laws, it is the policy of the College of Lake County not to discriminate on the basis of a person’s race, color, religion, sex, national origin, age, marital status, sexual orientation, or disability in any of its educational programs, activities, or employment policies.

The College seeks to prevent harassment from occurring. College policies and procedures have been established for the investigation and resolution of complaints. Findings of harassment may result in discipline, including suspension or dismissal.

**Prohibited Harassment**

The College prohibits harassment and discrimination on the basis of age, disability, national origin, ancestry, race, color, religion, creed, sex, or marital status, or in retaliation for having made a prior discrimination or harassment complaint. Harassment is unwanted behavior directed toward an individual based on one or more of the foregoing designated characteristics.

**Discrimination and Harassment Complaint Procedure**

Any student who believes that he or she has been discriminated against or harassed may follow either an informal or formal procedure without fear of recrimination. A prompt and confidential investigation will be provided, to the extent possible.

A complete step-by-step process for all student complaints is published in the college catalog and is available in the Student Activities Office or in the Vice President of Student Development Office.

**3P7 Determining, measuring, and analyzing student and other stakeholder satisfaction**

The College of Lake County strives to stay connected to students and key stakeholders through maintaining on-going dialogue and communication. Through this on-going dialogue, the college is able to gather anecdotal evidence of student and stakeholder satisfaction. However, beyond maintaining “face-time” and communicating on a regular basis, the college collects and measures data to ensure that it is meeting stakeholders’ needs. Table 3.3 provides examples of the processes the college has in place to gauge satisfaction:

<table>
<thead>
<tr>
<th>Stakeholder Group:</th>
<th>Processes:</th>
</tr>
</thead>
</table>
| **Students**       | ■ Course evaluations (Student Rating of Instruction)  
                     ■ Graduate Follow-up Survey  
                     ■ Noel-Levitz Student Satisfaction Inventory  
                     ■ Community College Survey of Student Engagement (CCSSE)  
                     ■ Program Review Follow-up Survey  
                     ■ Allied Health Program Accreditation Reports  
                     ■ Student Government Association  
                     ■ Student Focus Groups  
                     ■ Student Comment Cards  
                     ■ Student Activities Feedback  
                     ■ Emerging Leaders Programs |
| **Employees**      | ■ Constellation Survey  
                     ■ Department Review and Program Evaluation  
                     ■ Staff Evaluation Process  
                     ■ Goal and Objective Alignment Survey  
                     ■ Faculty Engagement Survey |
| **Parents of High School Students** | ■ Image Survey |
| **Employers**      | ■ Career Advisory Committees  
                     ■ 2005 Survey of Lake County Employers  
                     ■ Economic development  
                     ■ Evaluations of classes to businesses  
                     ■ Small business research focus groups |
Results (R)

3R1 Student satisfaction results

CLC measures student satisfaction continually through a variety of methods. Some are direct questionnaires (Student Rating of Instruction, Graduate Follow-Up Survey), and others are samples as part of national surveys (CCSSE, Noel-Levitz).

All faculty members administer a “Student Rating of Instruction” survey. New faculty, full-time or part-time, administer the rating process for every class each semester. Tenured full-time faculty and long-time, part-time faculty administer it to all of their classes in only one semester each year. (Though any student may complete a rating form for an instructor even if the process is not formally administered.) Rating forms are anonymous, and they are reviewed by the instructor and by the dean. By agreement with the Faculty Senate, no compilation, comparison, or averaging of numerical results is allowed by the process, so it does not serve a valid comparative function.

CLC surveys graduates each year in order to determine their level of satisfaction, among other things. For the FY 2003 survey, 38% of the graduates indicated high levels of satisfaction (92%-95%) with the content of courses, lecture/lab, equipment/facilities, and preparation for further education in their major program of study, as well as moderately high levels of satisfaction with job preparation and information on employment. Respondents also had high levels of satisfaction (87%-95%) with courses outside their major program of study. Between 88% and 96% of the survey respondents indicated they were either somewhat or well prepared to write clearly and persuasively, to present ideas orally, to work in group settings, to think critically, and to use computers. Furthermore, respondents indicated high levels of satisfaction with college services, such as the library, computers for academic work, student activities, and tutoring. College transfer planning, financial aid, academic advising, counseling, and career planning, however, had a moderate (less than 85%) level of satisfaction.

The Illinois Community College Board also compiles a student satisfaction measurement in its graduate follow-up surveys. In FY 2004, CLC ranked 5th out of 13 suburban community colleges in the ICCB rating. Of note is the slippage from 3rd (92.6% rating) to 5th (89.5%) over a three-year period. See Table 3.4 at the end of Category Three.
The Community College Survey of Student Engagement (CCSSE)

In 2005, the CCSSE asked a variety of student satisfaction questions. Under “Quality of Relationships,” CLC students generally felt that the college is friendly, supportive, and provides a sense of belonging. This gave CLC an average of over 5 out of 7, with no means being significantly different from means of “other consortium colleges” or from “all colleges.” For eleven questions regarding satisfaction with student services, the means of CLC student responses were not significantly different from the means of “other consortium colleges,” or from “all colleges,” with the exception of two areas. CLC students expressed significantly lower satisfaction with “Peer Tutoring” and with “Financial Aid advising.” On the question evaluating their “entire educational experience” at CLC, students’ responses averaged 3.2 out of 4, only slightly higher than respondents from “other consortium colleges” and “all colleges.”

Major Results for CCSSE:

- CLC full-time students report that they experience more positive interactions among students of diverse ethnic groups than those attending other Illinois community colleges.
- CLC full-time students made more class presentations than those in other Illinois community colleges.
- CLC students are less likely to have talked about academic advising and financial aid assistance with an academic advisor or financial aid advisor than those attending other CCSSE colleges.
- Full-time CLC students rated their satisfaction with financial aid advising less than those in other CCSSE colleges.
- Overall benchmark results for all the five areas showed that CLC scored below other Illinois community colleges and the national average. Student-faculty Interaction was the area in which CLC’s benchmark score (-4.5) differed the most from the Illinois community colleges’ score. Meanwhile, Support for Learners benchmark score of CLC was 3.3 points below the peer group score.

Noel-Levitz Student Satisfaction Inventory

CLC administered the Noel-Levitz Student Satisfaction Inventory in 2001 and again in 2004. The survey measures indications of concern called performance gaps, the difference between mean ratings of importance and satisfaction. In all areas except for academic advising/counseling, the performance gap was less than 1, the level at which Noel-Levitz recommends increased college focus. The performance gap for virtually all areas decreased (got better) from 2001 to 2004, and even the Academic Advising/Counseling performance gap decreased from 1.12 to 1.06. See Table 3.5:

<table>
<thead>
<tr>
<th>Table 3.5 Performance Gaps for CLC in 2001 and 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLC in 2001</strong></td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
</tr>
<tr>
<td>Academic Services</td>
</tr>
<tr>
<td>Concern for the Individual</td>
</tr>
<tr>
<td>Academic Advising/Counseling</td>
</tr>
<tr>
<td>Safety and Security</td>
</tr>
<tr>
<td>Campus Climate</td>
</tr>
<tr>
<td>Service Excellence</td>
</tr>
<tr>
<td>Student Centeredness</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
</tr>
<tr>
<td>Campus Support Services</td>
</tr>
</tbody>
</table>

When compared to “other community colleges” and “other large community colleges,” all performance gaps, except for Academic Advising/Counseling, were lower for CLC than for the comparison group. See Table 3.6:
In addition to the previous data, there were three summary items that were asked of students: 1) if the student’s college experience met his/her expectations; 2) what the student’s overall satisfaction was with his/her college experience; and 3) if the student would enroll again. The mean for CLC students regarding whether their college experience met their expectations was 4.70, which was higher than the 4.67 mean for all colleges (See Table 3.7.). The mean for overall satisfaction with the college was 5.39, also higher than the 5.37 for all colleges. The mean for re-enrollment at the college, however, was only slightly higher (5.64) than that for all colleges (5.63).

Table 3.6 2004 Performance Gaps for CLC and Other Community Colleges

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>College of Lake County</th>
<th>Other Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td>0.73</td>
<td>0.84</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>0.7</td>
<td>0.81</td>
</tr>
<tr>
<td>Academic Services</td>
<td>0.55</td>
<td>0.7</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>0.89</td>
<td>0.92</td>
</tr>
<tr>
<td>Academic Advising/Counseling</td>
<td>1.06</td>
<td>0.99</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>0.83</td>
<td>1.13</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>0.64</td>
<td>0.73</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>0.69</td>
<td>0.77</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>0.57</td>
<td>0.66</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>0.95</td>
<td>0.98</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>0.38</td>
<td>0.53</td>
</tr>
</tbody>
</table>

Table 3.7 2004 Overall Student Satisfaction for CLC and Other Community Colleges

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>College of Lake County</th>
<th>Other Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>So far, how has your college experience met your expectations?</td>
<td>4.7</td>
<td>4.67</td>
</tr>
<tr>
<td>Rate your overall satisfaction with your experience here thus far.</td>
<td>5.39</td>
<td>5.37</td>
</tr>
<tr>
<td>All in all, if you had it to do over, would you enroll here again?</td>
<td>5.64</td>
<td>5.63</td>
</tr>
</tbody>
</table>

Table 3.8 Stakeholder Performance Results

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Stakeholder Performance Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>97% of parents report it is “very likely” or “somewhat likely” their child will enroll in college or take some college courses. 17% of these parents said their child would probably attend a 2-year college. “Career and/or educational goals” was the factor most mentioned for attending a 4-year college. 59% of parents surveyed report they are familiar with the College of Lake County. 68% of respondents answering this item rated CLC an A or B for Academic Reputation. 43% of all parents surveyed reported that they, or a family member, had visited CLC for a special event in the last two years. 48.5% were either very or somewhat familiar, 12% were not too familiar, and 39% were not at all familiar with CLC. 38% had visited CLC for a special event during the last two years, and 33% reported that other members of their family had visited CLC for a special event. 69% rated the college an A or B on academic reputation. 73% rated the quality of its facilities as A or B. 49% gave the college an A on the variety of its course offerings. 68% gave it an A on making courses available to people of all races and ethnic groups. On no item did more than 3% give the college a D or F. Of those familiar with the college and who were asked to rate the “dollar paid for the education received at the College of Lake County.” 39% gave it a grade of “A” on its value, and 37% gave it a “B.” Few residents saw CLC as not being a good buy for the money.</td>
</tr>
</tbody>
</table>
Accreditation and Government Regulatory Agencies, and Local Legislators

- The college routinely meets and exceeds report submission requirements from the various state and federal oversight agencies.
- The last accreditation visit by the Higher Learning Commission was conducted in 1996. At that time the college was awarded a 10-year approval. Since joining AQIP, the college has received outstanding reviews on all three of its major action projects.
- The college routinely achieves 90-100% legislator attendance at the Annual Legislative Dinner hosted by the college.
- During the ICCTA Lobbying event, the majority of local legislators meet with CLC representatives to discuss issues of importance to college operations.
- Area legislators routinely support college grant applications and funding initiatives. Recently, the college received a $248,000 federal grant supported by Congressman Mark Kirk for ESL programming and literacy.

Transfer Institutions

- Information gathered from receiving universities at the various transfer coordinator meetings indicates that transfer institutions are satisfied with our transfer process.
- The college has received IAI approval for 182 major courses and 110 general education courses. (Some courses receive credit for both major and general.)
- Transfer Student Performance can be found in 1R2.
- The college maintains 26 university transfer guides, over 100 program guides, and multiple 2+2 and other transfer agreements.

School Districts: High Schools and Grade Schools

- During the 2005 fall semester, 18% of Lake County high school graduates attended the College of Lake County.
- During the 2005 fall semester, dual credit offerings were limited to two high schools.
- During the 2005 fall semester, 109 high school students were dually enrolled.
- 12 high schools currently have articulation agreements in place; however, only 3-4 of the high schools actively participate.

Board of Trustees

- Board of Trustee members are actively engaged in policy development and review.
- Trustees are actively engaged in legislative support initiatives. During the 2006 AACCT National Legislative Summit, 7 of the 8 trustees met with legislators in Washington D.C.
- All trustees attend monthly meetings.
- Trustee members regularly attend Foundation events, student scholarship awards, and special events.
- One Board member is an active team member on the AQIP Leadership Team and regularly participates in meetings.

Foundation Board

- The CLC Foundation Board is very active and engaged. The Foundation hosts a wide range of events including an Annual Formal Gala and Dinner Auction and an annual Golf Tournament.
- The Foundation Board has 39 members and includes some of Lake County’s most influential and active community leaders.
- The Board is very active in raising funds for student scholarships. During the last three years the Foundation has awarded the following:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Awards</th>
<th>Dollar Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY03</td>
<td>426</td>
<td>$268,000</td>
</tr>
<tr>
<td>FY04</td>
<td>558</td>
<td>$400,000</td>
</tr>
<tr>
<td>FY05</td>
<td>688</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

Employers 2005 Survey of 403 Lake County Employers

CLC is well-known in Lake County and enjoys a favorable image. Eighty percent of the respondents would hire CLC graduates directly out of school. Participants rated CLC graduates as having good or excellent basic work habits, job performance, and technical knowledge.

Graduates CLC 2003 Graduate Follow-up Survey

College of Lake County graduates are surveyed annually to determine the level of their satisfaction with major programs of study. The 2003 graduates reported being somewhat or very satisfied in their major program of study: 90% to 95% of the respondents reported being satisfied with the content of courses, equipment, facilities, materials, lectures, labs, projects, and preparation for education; fewer respondents were satisfied with job preparation (83%) and information on current employment opportunities and trends (75%). See Figure 3.1:

![Figure 3.1 Satisfaction with Courses in Major Program of Study](image-url)
3R4  **Stakeholder relationship-building results**

CLC highly values building relationships within its community – local residents, federal agencies, state officials, higher education institutions, alumni, high schools, and employers. The essence of being a community college necessitates constant vigilance with ever-changing community needs for post-secondary education. The results for building these are provided in 3R3 and in Category Nine, Building Collaborative Relationships.

3R5  **Results comparisons**

As demonstrated in 3R1, 3R2, and 3R3, the college makes all efforts to compare data with other community colleges. Examples include the Noel-Levitz Student Satisfaction Inventory, the National Community College Benchmark Project, the Community College Survey of Student Engagement (CCSSE), and the report from the Illinois Community College Board.

**Improvement (I)**

3I1  **How CLC improves current processes and systems**

The college is committed to understanding the needs of students and stakeholders. Processes and systems are targeted for improvement after the analysis of data, or when anecdotal evidence is confirmed to be accurate. Often, areas of improvement are discussed and prioritized by the Executive Team in cooperation with administrative heads. Once a project or initiative has been identified, the administrator in charge seeks to build a cross-functional team to improve the process. In addition, the college has recently trained individuals in process mapping which has greatly assisted in improving processes. For example, the amount of time to issue a customized training agreement to local businesses was reduced through process mapping, analysis, and the elimination of unnecessary steps.

3I2  **How CLC identifies and communicates targets for improvement**

Based on results from CCSSE, Noel-Levitz, and the National Community College Benchmark Project, the college has identified the following as areas for improvement:

- High school outreach and collaboration
- Credit course persistence rates
- Success rates in credit, developmental/remedial courses
- Level of student engagement and satisfaction
- Algebra and Speech course success rates
- Student-to-student services / staff ratio
- Rate of employee retirements and departures
- Financial aid
- Student advising

Results and improvement priorities are communicated in the following four ways:

1. **Electronic Communication:** E-mails and AQIP updates are provided to the college community on a regular basis.
2. **Print Communication:** Printed brochures describing the AQIP Action Projects and current results are distributed to all full-time employees during both the fall and spring mandatory orientation events. In addition, three times a year the college goals, objectives, and activities progress and updates are distributed throughout the college and to the Board of Trustees.
3. **Presentations:** AQIP updates are provided to the Board of Trustees, the Executive staff, the Governance Commission, the Educational Affairs Council, Faculty Senate, and the Monthly Administrator Meeting.
4. **AQIP Leadership Team:** Monthly meetings provide progress updates and identify challenges currently facing Action Project teams. Team members are responsible for communicating this information to their various stakeholders.
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Rank</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
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<td></td>
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<td>Number</td>
<td>Percent</td>
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<td>Number</td>
<td>Percent</td>
<td>Number</td>
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<td></td>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Morton</td>
<td>303</td>
<td>88.30%</td>
<td>8</td>
<td>207</td>
<td>100.00%</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>208</td>
</tr>
<tr>
<td>Elgin</td>
<td>572</td>
<td>84.70%</td>
<td>12</td>
<td>537</td>
<td>89.60%</td>
<td>227</td>
</tr>
<tr>
<td>Moraine Valley</td>
<td>561</td>
<td>83.60%</td>
<td>13</td>
<td>421</td>
<td>82.70%</td>
<td>195</td>
</tr>
<tr>
<td>DuPage</td>
<td>2,525</td>
<td>92.50%</td>
<td>4</td>
<td>1,778</td>
<td>87.40%</td>
<td>868</td>
</tr>
<tr>
<td>Lake County</td>
<td>578</td>
<td>92.60%</td>
<td>3</td>
<td>834</td>
<td>91.90%</td>
<td>298</td>
</tr>
<tr>
<td>Oakton</td>
<td>144</td>
<td>94.10%</td>
<td>1</td>
<td>309</td>
<td>78.20%</td>
<td>132</td>
</tr>
<tr>
<td>Prairie State</td>
<td>240</td>
<td>87.90%</td>
<td>10</td>
<td>161</td>
<td>78.50%</td>
<td>51</td>
</tr>
<tr>
<td>Harper</td>
<td>532</td>
<td>93.20%</td>
<td>2</td>
<td>577</td>
<td>94.40%</td>
<td>230</td>
</tr>
<tr>
<td>Waubonsee</td>
<td>365</td>
<td>88.00%</td>
<td>9</td>
<td>228</td>
<td>81.70%</td>
<td>205</td>
</tr>
<tr>
<td>Joliet</td>
<td>476</td>
<td>89.50%</td>
<td>6</td>
<td>163</td>
<td>78.70%</td>
<td>294</td>
</tr>
<tr>
<td>McHenry</td>
<td>694</td>
<td>87.80%</td>
<td>11</td>
<td>32</td>
<td>86.50%</td>
<td>191</td>
</tr>
<tr>
<td>South Suburban</td>
<td>1,530</td>
<td>90.30%</td>
<td>5</td>
<td>239</td>
<td>91.90%</td>
<td>679</td>
</tr>
<tr>
<td>Triton</td>
<td>786</td>
<td>89.00%</td>
<td>7</td>
<td>474</td>
<td>86.00%</td>
<td>66</td>
</tr>
</tbody>
</table>
AQIP Category FOUR: Valuing People
AQIP Category FOUR: Valuing People

Context for Analysis (C)

4C1  Organization of work environment, work activities, and jobs

The College of Lake County provides educational opportunities on two campuses, an Educational Center, and at numerous clinical sites and specialized arenas in District 532. The workforce to support the educational mission is primarily composed of faculty, including 197 full-time instructors and approximately 904 part-time instructors each semester. The second largest workforce group is titled the classified staff, and is composed of information systems, secretarial, clerical, physical plant, campus safety, and business services staff. The classified staff ensure that faculty and students have a clean, safe, and efficient environment in which to study and learn, and that they have the tools to do their work. The specialist staff is the third largest group, consisting of individuals who have special talents or skills and who generally provide direct service to students. Examples include tutors and program coordinators. The smallest workforce group is composed of administrative/professional staff members whose role is to manage the operations and provide leadership for the college’s various programs, departments, and divisions.

It is important to note that this organizational structure is the inverted pyramid, with faculty and students being the largest in number. Complementing this workforce is a cadre of student workers who are assigned to departments to assist in completing the work while learning important job skills and responsibilities. Table 4.1 provides a breakdown of the full- and part-time workforce:

<table>
<thead>
<tr>
<th>Employee Classification</th>
<th>Number</th>
<th>Primary Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>197</td>
<td>Teaching, instruction, and advising</td>
</tr>
<tr>
<td>Part-time faculty (Spring 2006)</td>
<td>904</td>
<td>Teaching and instruction</td>
</tr>
<tr>
<td>Classified</td>
<td>164</td>
<td>Clerical, program assistance, and safety</td>
</tr>
<tr>
<td>Classified Part-time</td>
<td>39</td>
<td>Clerical, program assistance, and safety</td>
</tr>
<tr>
<td>Classified Union</td>
<td>66</td>
<td>Custodial, HVAC, and maintenance</td>
</tr>
<tr>
<td>Specialist</td>
<td>113</td>
<td>Special skills, student services, and technical</td>
</tr>
<tr>
<td>Specialist Part-time</td>
<td>31</td>
<td>Special skills, student services, and technical</td>
</tr>
<tr>
<td>Professional</td>
<td>6</td>
<td>Support for college executives</td>
</tr>
<tr>
<td>Administrative</td>
<td>54</td>
<td>Administration and dept/division leadership</td>
</tr>
</tbody>
</table>

4C2  Key institutional and geographic factors and part-time employees

CLC is located equidistant between Chicago (IL) and Milwaukee (WI) on the shores of Lake Michigan. Lake County is headquarters to a wide range of multi-national companies such as Baxter International, Grainger, CDW, Walgreen’s, and Abbott Laboratories. These companies, and many more, require a large and professional workforce. In addition, the county houses Great Lakes Naval Base, a recruit entry and training site.

There are many higher education opportunities in Lake County, including four private residential colleges, and a number of graduate and undergraduate programs offering courses at local sites. The University Center of Lake County, located on the college’s Grayslake Campus, is a partnership of 17 public and private higher education institutions, offering courses to serve Lake County students at the junior/senior and graduate levels.

The number of employment opportunities and the relatively high level of educational attainment in the area has both positive and negative components. On the negative side, there is great competition for employees at all levels. The high cost of living in Lake County makes it difficult to recruit locally for individuals to fill positions requiring less training. On the positive side, there is a wealth of professionals who might be available to serve as part-time faculty, and to offer courses which complement the expertise of CLC’s full-time faculty. Additionally, the available pool of
talented workers provides the college with the opportunity to hire part-time temporary employees to assist in special initiatives or projects. (Table 4.1 provides the number of individuals employed in a part-time capacity.)

4C3 Workforce needs

The total population in Lake County increased by 25% from the 1990 census to the 2000 census. The most evident trend in Lake County is the presence of a fast-growing (a 140% increase for the same time period) Latino population which is reflected in the student population. The Asian and African American population in Lake County increased by 103% and 32%, respectively, for the same time period. Additionally, the area residents of Lake County are extremely economically diverse, ranging from the multi-millionaire to the welfare recipient and homeless. The College of Lake County must juggle a variety of missions to meet the educational needs of the district.

The college community recognizes the importance of diversifying the workforce. From 1995 to 2004, the percentage of minority faculty at the college increased from 12.64% to 21.72%, and the percentage of minority administrators and professional staff increased from 9.62% to 18.97%. The college makes significant efforts to advertise and market to a more diverse population.

4C4 Key training initiatives

As will be described in detail in 4P4, a wealth of opportunities exists at the college for training and development. For examples:

- All employees have some level of tuition waivers for themselves and their family members.
- The college offers many programs through the Professional Growth Center (PCG).
- New faculty members participate in the New Faculty Institute. Part-time faculty members participate in a variety of orientation and college-sponsored training programs.
- The college supports various leadership development programs.
- Resources are available to send faculty and staff to national conferences to further enhance individual professional growth.

Training is reinforced when individuals are encouraged to serve on committees, participate in governance activities, enroll in follow-up courses, and participate in the tenure/evaluation process for both faculty and staff.

Processes (P)

4P1 Equating hiring processes with identified credentials, skills, and values

When a new or replacement position is identified, the respective vice president, a Human Resources (HR) office representative, and the department head develop or review a job description and identify the skills and credentials which are minimally necessary to successfully compete for the position. This practice is designed to capture the largest pool of potential candidates for a position, with a special interest in ensuring access for minority candidates. The proposed position, or replacement, and the job description are then reviewed by the Executive Staff to determine the need for the position, and to provide a further review of the credentials and skills requirement. Once approved, HR works with the department to strategically advertise the position in order to reach the largest and most diverse candidate pool. The HR office screens the applications for the minimal requirements prior to releasing qualified candidates for review by a search committee or department head. Search committees are made up of individuals with expertise in the area plus an EEOC officer. A committee screening is required for all faculty or administrative positions, and other positions with high visibility and frequent interaction with various constituents. All applicants are required to submit “official transcripts” and, upon hiring, submit to a criminal background check.
4P2  Recruiting, hiring, retaining, orienting, and planning for employee changes

With the exception of student workers, the CLC Human Resources Office coordinates the recruitment and hiring of all college employees. Recruitment is conducted according to college policies and procedures which are EEOC compliant. Once a position is approved to be opened, the job description is developed or reviewed, and the position notice is developed. Depending upon the type of position, the position notice is widely circulated to local news agencies, appropriate professional publications and list-serves, appropriate graduate schools, and publications targeting particular minority groups. The position notice is posted on the college website and several job notice list-serves. To help ensure a qualified and diverse pool of applicants, an attempt is made to start the recruitment process for faculty and administrative/professional positions at least nine months before the scheduled start date.

Once the position is posted, a reasonable time period is announced for the collection of applications, resumes, credentials, and letters of recommendation, as necessary. Although most positions are advertised as “open until filled,” the review of application materials begins once the deadline for the application has passed.

Candidates for classified and specialist positions are interviewed by the direct supervisor and possibly others in their work group. Typically, between three and five candidates are invited to interview for each position. Once interviews are completed, a recommendation for hire is made to the Human Resources Office. HR checks references and forwards them to the hiring administrator. A decision is then made whether to extend an offer of employment, go back into the candidate pool, or re-advertise the position. Once an offer is accepted, the individual undergoes a probationary period, and then his/her name is forwarded to the Board of Trustees for approval.

Administrative/professional and faculty positions require a search committee generally composed of colleagues, an EEOC representative, and a committee chair. Anyone serving on a search committee is required to attend a three-hour workshop detailing the search process and outlining questions which are, or are not allowed. Next, HR weeds out of the pool any candidates who do not meet the minimum requirements for the job, and determines whether there is a sufficient pool of minority candidates to move forward with the review. The committee members then review the remaining applications and materials, selecting the most likely candidates for the position. The committee organizes an interview experience, which might extend from one-half day to one full day. During the on-campus interview, the applicant will meet with the search committee, the immediate supervisor and vice president of the area, and a peer group. During searches for administrators, an open session for members of the general college community is also scheduled. During the interview, candidates for administrative and faculty positions may be required to present a lesson, submit a writing sample, or make a presentation on a selected topic.

After the interviews are complete, the committee meets to discuss the strengths and weaknesses of the individuals interviewed. This list is then compiled and forwarded to the vice president. In faculty searches, the vice president then recommends a finalist to the president; in administrative searches the president interviews the individual prior to recommendation for hire. The Board approves all faculty and administrative hires prior to their start dates.

Based upon feedback from recent applicants, the college successfully personalized the interview and campus visit process.

Retention begins with good hiring decisions. For this reason, the selection process employed by the College of Lake County is lengthy and thorough. All new employees are oriented to the college through a special program. Classified and specialist employees attend a full-day orientation program in which they meet with representatives of various offices to discuss college governance, the AQIP initiative, human relations rules and benefits, the student activities operation, and business services. Offered monthly, this group process allows new employees to
make connections with individuals throughout the college, to tour the facilities, and to secure answers to any questions they may have developed in their first weeks on the job. In addition, the group attends a session to overview the computer systems used at the college (Outlook, purchasing, budgets, etc.). Specialized orientations occur within each division and office.

New faculty members participate in meetings as part of the New Faculty Institute (NFI) the week before other faculty return for the fall semester. NFI introduces the new faculty to governance, policies, and procedures to assist in their integration into the institution. Once the semester begins, each new faculty member is given release time to attend various workshops and meetings as part of the NFI. Essentially, members of NFI become a cohort and attend workshops, events, and conferences together.

New administrators are encouraged to attend the sessions offered for classified and specialist employees and to receive individualized orientation sessions with their supervisors.

Planning for the hiring of faculty in order to replace retirees or to meet classroom demands begins in the fall of the prior year. The Board is asked to approve positions before the budget is fully developed in order for the college to enter the job market early to attract good candidates. In addition, incentive programs have been developed for all employees, increasing the likelihood that the college will receive advance notice of employee intention to retire. This notice permits the college to plan for replacing strategic individuals. When an unexpected change occurs, or a replacement is not found prior to the individual's leaving his/her post, an individual is assigned to temporarily pick up the duties of the first person, and, when appropriate, a stipend is awarded the individual. In addition, the Leadership Institute (discussed in 4R2) provides opportunities to identify and develop institutional leaders for the future.

4P3  Ensuring work processes and activity contributions, as well as ethical practices

Communication is a key to cooperation, learning, innovation and sharing, and the College of Lake County works diligently to identify and implement communication through various means. Each month, a staff report is presented at the Board meeting in order to help the Board more fully understand the various activities undertaken to serve students and facilitate teaching and learning. This report is repeated the following day at a scheduled meeting of the president and the administrative/professional staff. This meeting is called in order for the president to share the activities and thinking of the prior night's Board meeting, discuss institutional issues, and share information. Although the Board meeting agenda and materials are posted on the Intranet on the Friday before the meeting, a summary of the actions of the meeting is provided to each administrator, and all are encouraged to share the information with the employees in their divisions or work groups.

The information provided to the administrative/professional staff is also shared with the Governance Coordinating Council (GCC) each month. College governance is a forum for providing input to decision making and allowing college issues to surface in a productive manner. With the exception of the administrative/professional staff, each employee group and the students have Senates that are governed by constitutions and sanctioned by the administration and Board. Each Senate elects its own leadership and meets monthly during the academic year to discuss issues of importance to its members. Recommendations for change are forwarded to the appropriate vice president, or to the president for response.

The work of the individual Senates is shared through the Governance Coordinating Council (GCC), which is composed of two representatives from each employee group, the president, and an appointed administrator. This group meets monthly to review the agendas of the various Senates and of the Board, provide feedback on college-wide issues, and examine areas of possible collaboration among Senates. Thus, when the Faculty Senate determined to review the process by which students evaluate faculty, the Student Senate (a subset of the Student
Government Association) expressed an interest in sharing information, and the two Senates became collaborators on the project.

Not typically a decision-making body, the GCC has the authority to establish or remove a Commission. Commissions are established to focus energy on those processes or areas that are vital to the entire institution. Currently, CLC has four ongoing commissions: the Curriculum Commission, the Facilities Use and Planning Commission, the Information Technology Commission, and the Professional Growth Commission. These groups have representative membership and make recommendations to the appropriate vice president, or the president. Participation in college governance is important, and those who accept leadership roles are in some way compensated. The Faculty Senate Chair receives release time, the Specialist and Classified Senate Chairs are given three hours per week and an office location in which to work, and the Student Government Association President receives a stipend for the additional responsibilities that are undertaken.

In addition to the formal communication processes provided by governance structures, several informal methods have been used over time. The president meets with the entire college staff at the beginning of each semester to share ideas, introduce new people, and highlight the important activities of the coming academic term. In addition, the president regularly meets with randomly selected groups of employees over breakfast or lunch to help broaden people’s networks and answer any questions they may have. Each semester, the president meets with the Student Government Association members and provides opportunities for the classified and specialist employee groups to have open forums as needed. A monthly newsletter called “Connections” features articles about employees, upcoming events, issues on diversity, and a column by the president addressing current issues. Email is used regularly to notify employees of professional development options.

CLC has established policies and procedures for ensuring compliance with ethical conduct, political activities, solicitation and acceptance of gifts, sexual harassment, workplace violence, and students’ rights and responsibilities. All policies are available through the college’s Intranet, and the students’ rights and responsibilities are available through the Internet, the CLC Catalog, and in the Student Development Office.

4P4  Training and developing employees and reinforcing training

College of Lake County employees have a myriad of opportunities for technical and professional training. First, all employees have some level of tuition waivers for themselves and their family members. In addition, employees in full-time, Board-approved positions are eligible for tuition reimbursement if they engage in study leading to a degree at another college or university. Furthermore, because the Board strongly supports education, an employee has three opportunities to file a career development plan for continued study. Upon completing a specified number of credits related to the plan, the employee receives an additional percentage of his/her pay. Faculty members are awarded column movement for completing additional training and education programs.

4P5  Determining training needs

Training needs are determined through various means. Trends and initiatives often identify training needs. For instance, as the more long-term employees reach retirement age, the college is faced with the challenge of integrating a new generation of employees into the institution. Bringing in a substantial cadre of faculty each fall, and working to increase the diversity of CLC’s faculty ranks led to the development of the New Faculty Institute. Similarly, converting the information systems program to PeopleSoft systems generated a need for new technical expertise among employees. Additionally, CLC’s involvement in AQIP resulted in a series of workshops on continuous improvement processes and teambuilding.
While in many cases the need for new training opportunities can be anticipated and planned for, the college has formed advisory groups for both the Center for Excellence in Teaching and Learning, and the Training and Development Office. The coordinators of these functions are required to develop annual activities related to the Board-approved Strategic Goals and Objectives. The Strategic Goals and Objectives are developed and approved after undergoing a thorough process of environmental scanning, and development of recommendations and review by various internal and external constituent groups. Therefore, the need for programs directly emerges from the Goals and Objectives of the college.

On January 27, 2004, the Board approved the Strategic Goals for FY05-08: Learning, Access, Outreach, and Accountability. These objectives approved at that meeting directly articulate continuous improvement standards. In May 2006, the Board approved the revised goals and objectives. The new goals are as follows: Learning, Outreach, Access and Student Success, and Accountability and Responsible Stewardship.

Finally, in support of AQIP and continuous improvement efforts, all employees participating on Action Project Teams are required to attend various training programs focusing on developing continuous improvement tools.

**4P6 Designing and using personnel evaluation system**

All personnel at the College of Lake County are given opportunities to improve their performances in contributing to the success of the four strategic goals. Each personnel evaluation process is designed to be a component of the larger institutional evaluation process. For example, the administrative/professional staff evaluation is more introspective in nature, because the employee is asked to provide a narrative summary of the successful performance of his/her duties in the previous year; his/her progress toward meeting the department's strategic goals, objectives and program activities; and a review of strengths and areas for improvement in categories such as job knowledge and technical competence, communication skills, team skills, supervisory skills, continuous improvement, problem-solving skills, and interpersonal skills. In addition, the administrator is asked to provide a list of proposed program activities for the next year and to indicate whether or not the employees in his/her area have been evaluated. Each of these evaluations is discussed with the supervisor for insights, additions, or changes as agreed upon by the employee and his or her supervisor.

Each supervisor is responsible for evaluating the work performed by all specialist and classified staff under his/her supervision, in accordance with written procedures which must be discussed with the employees.

Faculty members are evaluated each year until tenured by a peer committee and the dean of an area. In addition, they are evaluated by their students, and they complete a self-evaluation. Tenured faculty members are reviewed every five years by their peers. Adjunct faculty members are evaluated by their deans and full-time faculty mentors yearly, and by their students every semester. In each evaluation process, faculty members are expected to facilitate student learning of basic course concepts and to help clarify any areas of students’ confusion.

**4P7 Designing recognition, reward, and compensation systems to support employees**

Since 2001, classified or specialist employees of the college, or a group of employees from any or each employee group, have been eligible to be nominated for and to receive the Staff Outstanding Achievement Recognition Awards (SOAR) each year. Individuals or groups are nominated by their colleagues for action “above and beyond” their normal jobs, and they are evaluated in terms of six criteria: reliability (dependability and accuracy), responsiveness (willingness to help), assurance (trustworthy and confident), empathy, tangibles (concrete indicators), and knowledge. SOAR Award nominations are collected twice per year. A group of
employees reviews blind copies of the nominations and selects no more than five award winners. All nominees are invited to a reception where the winners are announced by the president. Winners are allowed to select from an array of prizes, including movie tickets, free lunches, and a gift certificate to the bookstore. One SOAR award winner is randomly drawn to receive a reserved parking space for a six-month period. The SOAR Awardees are presented with a certificate and a SOAR award to place on their desks. Their names, pictures, and stories are published in the staff newsletter and posted on a bulletin board in a high-traffic area. This has been a very successful program, which is well received by college employees at all levels.

Faculty members have other recognition programs available to them. Each year, CLC students select one full-time faculty member to nominate for the Illinois Community College Trustees Association (ICCTA) “Outstanding Faculty Member of the Year” Award. Although ICCTA does not honor part-time faculty, the students have also designed a parallel award for one individual who teaches part-time. The Outstanding Faculty nominees are asked to submit papers discussing their accomplishments and teaching philosophies. These papers and the student recommendations are then processed by a Critical Thinking Class in order to identify the strengths and weaknesses of each nominee. The Student Government Association reviews the data provided by the Critical Thinking students and selects the finalists. The Outstanding Faculty members are invited to a Board meeting where they are introduced to the audience and each receives a plaque. They also are recognized at the annual Honors Convocation. In addition, the full-time faculty member who is nominated for the ICCTA award presents greetings from the faculty at commencement, and attends the ICCTA banquet at which Outstanding Faculty throughout the state are honored. A final benefit is a reserved parking spot for the next academic year.

A second system that honors faculty members is the National Institute for Staff and Organizational Development. A faculty committee selects two colleagues to nominate for the Excellence in Teaching Awards offered annually by NISOD. The individuals are featured in a video prepared for the organization and are sponsored as attendees at the annual NISOD Conference in Texas.

Faculty and staff are recognized for earning academic credit and degrees through an increase in their salaries, and recognition by the president and colleagues during the opening session each semester. The Board of Trustees has approved a comprehensive benefits package that includes medical, life, dental, vision, workers compensation, disability, long-term care, and unemployment insurance options. Each employee has access to an Employee Assistance Program and a TSA fund through payroll deduction. Other benefits include vacation, child care (after students enroll their children), use of a fitness center, retirement incentives, tuition waivers, and generous tuition reimbursement levels.

4P8 Determining, analyzing, and selecting a course of action to address employee motivation

A number of forums are available to allow employee issues to surface in an effort to sustain motivation. Departments or divisions are the smallest units at which strategic planning is discussed and initiated by colleagues in the work group. In addition to the goals and objectives which are adopted by the Board, each area develops action plans to implement within the division or department. The success of these endeavors is evaluated twice each year, and adjustments are made as appropriate. Program Evaluation and Department Review processes also serve to thoroughly assess the need, operation, success, and need for change on a rotational basis.

Likewise, the Governance System and various Senates provide opportunities for employees from across the institution to articulate and discuss areas of concern or interest with peers. These issues then surface through recommendations, discussions at the GCC, or proposals for change. The vice presidents and president then assess the appropriateness of an action and determine the next step.
In January and February of 2006, the college conducted two very important surveys to solicit feedback from faculty and staff that might also aid in motivating employees. First, a survey was developed and administered to CLC full- and part-time faculty to determine their engagement with the institution. Second, the college’s new president administered a college-wide survey to determine institutional perceptions of college goals and objectives. The result of the latter survey was the revision of the college objectives that reduced the total number of objectives from 33 to 18.

4P9 Providing for and evaluating employee satisfaction, health and safety, and well-being

CLC maintains a safe and healthy work environment for employees. The buildings and grounds of each campus and the Educational Center are clean and well maintained. Emergency telephones are available in parking lots for rapid contact of Campus Safety, if necessary. Campus Safety works with the College Health Services and the Training and Development offices to identify concerns, develop a response, or initiate training to reduce problems.

In addition, a Health and Safety Committee meets monthly as a subset of the Facilities Use and Planning Commission to identify and evaluate concerns. The college-wide membership is able to be another set of eyes and ears for identifying and alleviating concerns.

In recent years, CLC has taken action to ensure that every workstation is assessed to ensure that it is ergonomically correct for the user of the station. In addition, ongoing training in the handling of hazardous materials or chemicals is provided for individuals performing custodial work, or operating laboratories.

The college fitness center and gymnasium are available at no charge for use by college employees, who also may attend aerobics or health classes through a tuition waiver program. In addition, CLC operates a self-funded insurance plan that has recently added a wellness benefit of $300.00 per year, allowing enrolled employees to receive first dollar coverage for physical examinations. The Director of Human Resources works with an Insurance Review Committee to determine the benefits that will best serve both employees and the college.

4P10 Measuring the effectiveness of the valuing people process

Objective three of the college’s fourth strategic goal, Accountability and Responsible Stewardship, is the recognition “that overall institutional effectiveness is enhanced by a working environment which values and respects employee contributions, encourages and strengthens participation in decision-making, demonstrates internal relationships that emphasize collaboration across departments, open communication and team building.” One measure of this objective is the department/division review described in 2P4. A component of this review includes a survey of internal and external stakeholders of the department/division. While specific survey questions may differ, the core purpose is the same: to measure stakeholder satisfaction, seek valued input, and improve department/division processes. Another measure is the frequency of soliciting faculty and staff input through surveys or focus groups (faculty engagement survey and goals and objectives).

Additionally, the Board of Trustees reviews the resignation letter of each full-time employee who elects to end employment at CLC. Feedback is also collected from each employee who leaves through an exit interview with Human Resources, and this information is shared with the appropriate administrator.
Results (R)

4R1  Results of valuing people

As discussed in 6P1 and 1P8, all departments/divisions are reviewed every five years. As part of this review process, academic divisions often survey both full- and part-time faculty to determine their satisfaction with various services provided by the division. Data collected from these surveys is reviewed by both the divisional dean and the Educational Affairs Council. Issues or concerns are addressed by the dean or with the assistance of the vice president for educational affairs. Because the college just recently designed a process in which this data is collected and maintained in one location, there is yet to be a significant amount of data to report.

The following are the results of the Constellation online survey that was conducted in fall 2002. There is strong alignment between what is important to the CLC community and what CLC does well. “Valuing people” ranked highest in importance of the four major process groups; and “people,” the respect for and willingness to invest in people, was ranked the most important action to take at CLC. The respondents rated “valuing people” as one of the top three strengths for the college, and people was rated as the highest performance characteristic for the college. The fact that “people” was ranked highest is a distinct indicator of CLC’s interest in respecting its employees and investing in their futures.

Another way the college determines its successes in valuing its employees is through the participation level in health education programs presented by the Health Center. A program evaluation form was designed to assess whether health education and wellness learning needs are being addressed for the entire college community. The form was piloted after a class and yielded quick, positive responses. Several respondents took the time to write comments about the presentation such as, “Very good! Shared a lot of uninhibited information” and “It was awesome. Thanks.”

In July 2005, the college established a policy to ensure the proper use and maintenance of Automated External Defibrillators (AED) at designated CLC physical fitness facilities. To promote the timely, proper response to medical emergencies, the policy includes sections on staff training, use of AEDs, and coordination with local EMS systems. Additionally, the college has an emergency disaster procedure that includes a list of resource personnel who can be notified depending on the emergency. The list has been incorporated to use in conjunction with CLC’s emergency disaster procedures, as detailed in the Safety Manual. The main members of the “team” are: the Executive Staff, Director of Campus Safety, Director of Facilities, Director of Health Services, Director of Public Relations, Director of Information Technology Services, and any other personnel required based on the location and nature of the incident.

4R2:  Results of processes associated with valuing people

Over the years, CLC has implemented a number of procedures that support the goal of enhancing diversity within its faculty. In support of this longstanding goal, research demonstrates that a diverse faculty is important not only for students from underrepresented groups, but also for all students. The Human Resources Office ensures there is a sufficient pool of minority candidates in administrative/professional and faculty searches. As a result of this goal, the percentage of minority faculty at the college was 21.72% in 2004 and is currently 23%, while the percentage of minority administrators was 18.97% in 2004 and is currently 21%.

As described in 4C4, in 1999 the college implemented the New Faculty Institute. As a result of NFI, faculty members report they have a clear understanding of their roles and responsibilities within the institution. Many “classes” continue to meet regularly, after that first semester, and continue to explore instructional techniques, trends, and best practices. Table 4.2 provides the number of individuals participating in the New Faculty Institute for the years 2003-2005:
In addition to the New Faculty Institute participants, 206 part-time faculty members have participated in the New Part-Time Faculty Bootcamp.

The college recognizes the value of providing incentives for employees to continue their education and gain additional competencies. Employees are given tuition waivers and reimbursement. During the 2005 fiscal year, 235 employees used tuition waivers for college courses, and during the 2004-2005 academic years, 88 individuals received tuition reimbursement. Classified and specialist staff have three opportunities to develop a career development plan for a pay increase. To date, 105 employees have filed a career development plan.

The Professional Growth Center offers programs and workshops related to diversity, safety, and continuous improvement and technology for faculty and staff. Evaluations are completed for programs, and overall results indicate that participants are engaged in learning concepts and skills relevant to their positions. From 2000–2005, the college sponsored five CLC Leadership Institutes, with over 200 employees in attendance. The overall view from participants was that the Institute gave them feelings of empowerment, rejuvenation, and inspiration. During 2003-2005, hundreds of CLC employees received training sponsored by the Office of Training and Development.

Overall turnover rate for employees in Board-established positions in 2004 was 10.33%.

### Results of employee productivity and effectiveness in achieving goals

As mentioned in 4P8, the college recently conducted two very important surveys to solicit feedback and information from faculty and staff. First, a survey was developed and administered to CLC full-time faculty to determine their engagement with the institution, and 122 of the 197 full-time faculty members completed the survey. Second, the college’s new president administered a college-wide survey to determine institutional perception of the college goals and objectives, and 341 employees completed that instrument. The results of the faculty engagement survey are currently being utilized in a series of focus groups with faculty led by the vice president for educational affairs. The goals and objectives survey led to the consolidation and reduction of the college objectives from 33 to 18. The results of both surveys will be used in an effort to improve overall engagement and goal alignment.

### Results for comparing

CLC has limited access to benchmark data on Valuing People. However, salaries and pay scales for employees are compared regularly with other state and area community colleges and employers to ensure that CLC’s salaries remain competitive.

### How CLC improves current processes and systems

One objective of the college’s fourth strategic goal, Accountability and Responsible Stewardship, is to “incorporate the principles of continuous improvement into its functions, including a focus on student learning, collaboration across departments, measuring student and stakeholder satisfaction, and using data in appropriate ways to document and improve performance.” In 2003, the college established a Communication Team, in part, to help ensure collaboration across departments. The specific goal of the team is to examine and improve the internal communication process within the college. While the team has made great strides, it must continue its efforts to

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>17</td>
</tr>
<tr>
<td>2004</td>
<td>18</td>
</tr>
<tr>
<td>2005</td>
<td>14</td>
</tr>
</tbody>
</table>
improve internal communication processes as a way to demonstrate the college’s commitment to valuing people. The college will continue to develop surveys to measure employee satisfaction and to seek input and expertise related to available resources, core values, and empowerment. Results of the surveys will be shared with employees, and any areas for improvement will be addressed.

As the college grows, there may need to be an increase in the number of employees needed to continue to meet the needs of all stakeholders. Administrative staff will continue to assess and justify staffing needs, following appropriate selection and hiring policies and procedures.

Program review outcomes assessments will be used to improve processes throughout the college. Action will be taken based on results of performance.

4I2 How CLC identifies and communicates targets for improvement

While the college continually strives to provide a work environment that respects and values its employees, CLC does not currently set targets for improving this process. As a result of recent administrative changes, the college is currently reviewing many processes associated with valuing and respecting people. The college’s participation in AQIP has provided the opportunity for expanded dialogues among faculty members, administration/professionals staff, specialist staff, and classified staff, and, as a result, a number of priorities have been identified. Satisfaction with institutional communication is vital, and the Communication Team will play a major role in establishing targets for improvement. Additionally, Human Resources will play a major role in establishing targets for improvements for the college’s ongoing priority of ensuring that employee salaries, educational incentives, training opportunities, and rewards and recognition continue to be competitive with peer institutions.
AQIP Category FIVE: Leading and Communicating
AQIP Category FIVE: Leading and Communicating

Context for Analysis (C)

5C1  Leadership and communication systems

The College of Lake County is governed by a seven-member Board of Trustees, elected by the citizens of Community College District 532, to ensure local accountability. Terms are staggered to provide ongoing continuity of purpose and direction. A CLC student is appointed each spring for a one-year term to cast advisory votes. In addition to their proscribed responsibilities for oversight of CLC’s mission and fiscal policies, Board members are also advocates for the college in the community, region and state.

The organizational chart at the end of Category Five (Figure 5.1), and the charts included at the end of Category Six (Figures 6.1, 6.2., 6.3), demonstrate the internal leadership, headed by the college President. The Executive Staff consists of the Vice President for Educational Affairs, Vice President of Student Development, Vice President for Administrative Affairs, Director of Human Resources, Director of Public Relations, and the Executive Assistant to the President. This group meets weekly as the core leadership group for the institution.

The Governance System at the College of Lake County follows a model that encourages the participation of employees and students in formulating, implementing, and reviewing college goals, policies, and procedures. To facilitate this process, the Classified, Specialist, Faculty Senates, and the Student Government Association (SGA) were formed. Each governing body is guided by a constitution and is encouraged to raise and consider issues and opportunities which affect their unique relationship with the college, or the college community as a whole.

Representatives from each of the governing bodies, and an appointed college administrator serve on the Governance Coordinating Council (GCC), a body charged with facilitating communication between and among the groups, and coordinating special commissions that serve all areas. The GCC serves as a nexus for communicating and coordinating among college groups and with the president.

In addition to the Senates, the SGA, and the GCC, four commissions focus their attention upon specific areas of particular interest. These are the Curriculum Commission, the Facilities Use and Planning Commission, the Professional Growth Commission, and the Information Technology Commission. Each commission is advisory to a designated administrative office.

The governing structure of the College of Lake County Governance System is only one branch of the decision-making process. Policy decisions are the purview of the Board of Trustees, and operations are managed through the students and college administration. Each of these groups values the thinking and experience of employees who have varied--and valuable--perspectives on issues which influence the college climate.

Academic administration is guided by the Vice President for Educational Affairs. The deans of all academic divisions, the Adult and Community Education Division, and the Business and Industry Services Department report to the Vice President and make up the Educational Affairs Council. The Educational Affairs Council meets weekly to discuss a variety of academic and operational issues.

5C2  Leadership system alignment with Board of Trustees and ICCB

As part of the Illinois educational system, the College of Lake County is guided by the policies of the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). CLC educational leaders and Board of Trustees members play an active role in these organizations and strive to align the college with both local and statewide educational initiatives.

Internally, the president meets with all administrators the day after each Board meeting. Information from the meeting, decisions made, and special reports are shared among all administrators. These individuals
are then responsible for reporting back to staff members in their units. Additionally, all Board materials and summaries are posted on the college intranet and are available to all employees.

CLC also provides opportunities for employees to learn about and become involved in college governance. A mandatory new-employee orientation includes a segment on the college governance structure, along with encouraging new employees to become involved. An annual Leadership Institute brings representatives from all employee groups together for several days of leadership training.

An important informal communications channel is the regular schedule of breakfasts and lunches the president hosts for invited employees. These events provide opportunities for employees to meet with the president, and they foster an open discussion of issues, concerns, and plans of the college.

Finally, as described in 2C1, 8C2, and 8P2, the college planning process demands that individual department strategic activities align with its approved goals and objectives.

5C3 **Ethics and equity, social responsibilities, and community service and involvement**

The College of Lake County operates in Illinois under the Public Community College Act that establishes the right of colleges to operate and levy taxes. The Illinois Board of Higher Education (IBHE) approves degrees and recommends budgets to the General Assembly. In turn, the Illinois Community College Board (ICCB) administers the Public Community College Act, which establishes rules for various operations and controls Adult Education Funding. Together, the IBHE and ICCB provide the authority for community colleges to operate. Thus, CLC complies with all the rules and regulations, including federal employment laws and the conducting of mandatory annual financial audits.

As a leading community college, CLC is an active member of the American Association for Community Colleges, the Association for Community College Trustees, the Illinois Community College Trustees Association, the Higher Learning Commission, and the National Institute for Leadership Development, to name a few organizations. Additionally, faculty, college administrators and staff play active roles in national, state and regional organizations that are discipline or occupational specific. CLC staff routinely participate on state and national committees, take leadership roles in governance, and present at national and state conferences.

Within the district, CLC administrators belong to all of the local Chambers of Commerce, Lake County Partners, the Rotary and other community groups. Through college encouragement and sponsorship, CLC employees are a visible presence at many community activities. For example, dozens of employees participate in "Make A Difference Day" projects throughout the county. CLC teams are a factor in many charity walks. Student government and its clubs are active in charitable activities. The International Club, for example, conducts a school supplies drive each fall for needy children.

Two divisions, Business and Industry Services and Adult and Community Education, are involved in providing critical links to the community. Business and Industry Services, for example, has within its scope, a Small Business Development Center and a Procurement Technical Assistance Center. The latter helps county businesses navigate the process of applying for government contracts. Adult and Community Education, through numerous contracts and grants with other county service providers, presents opportunities for workshops that improve the lives of Lake County residents. Among those are mandatory driving classes for traffic offenders, programs to improve parenting skills, and literacy workshops.

The College of Lake County also leads by example in providing a healthier work environment for its employees. The Health Center offers regular workshops and brown bag lunches that focus on health issues, often bringing in local physicians or other health care workers. The college has received several awards for its recycling program and its use of alternative fuel-powered vehicles. A significant portion of the college property is devoted to wetlands and prairie restoration. Whenever possible, the college considers the environment in purchasing decisions, building projects, and college operations. In 2003, the
The college strives to maintain the highest levels of ethical conduct of all employees. Board Policies 711 and 712 outline purchasing guidelines and provide a system of checks and balances. Policy 712.1 establishes the college’s Minority Vendor Program which encourages college business with minority and women business enterprises. All community college administrators with purchasing authority are required by law to complete a “statement of interest” report with the county clerk’s office describing any external business affiliations with organizations that do business with the college. Finally, the college believes in hiring individuals with high ethical standards. As part of this commitment, all new hires are required to submit to a background check prior to employment.

Processes (P)

5P1 Setting directions to align with mission, vision, and values

While led by the college president and the Executive Staff, the process for institutional alignment is facilitated through the Office of Institutional Effectiveness, Planning and Research (IEPR). The assistant vice-president for IEPR is responsible for coordinating both the internal strategic planning process and for data collection, analysis, and environmental scanning.

Strategic planning is conducted to set directions and objectives for the college’s four goals of Learning, Outreach, Access and Student Success, and Accountability and Responsible Stewardship. A Strategic Leadership Group, made up of a cross section of employees and GCC representatives, works with the IEPR to gather input from representatives of all areas of the college. Any changes or additional objectives are submitted and approved by the Board of Trustees. Additional details on the strategic planning process can be found in 2C1, 8C2, and 8P2. Every three years, there is a large-scale re-evaluation process involving community members and college leaders who participate in a daylong planning session.

Externally, the Office of Institutional Effectiveness, Planning and Research is responsible for conducting environmental scanning and producing various reports on demographic and occupational trends. Additionally, as described in 3P7, 3R1, and 3R3, the college collects significant data from students and other key stakeholders that is analyzed and addressed as part of the strategic planning process.

Finally, the college’s personnel evaluation process, described in 4P6, provides a formal mechanism to facilitate communication, mission alignment, and self-reflection.

5P2 Seeking future opportunities to build and sustain a learning environment

College leaders utilize a variety of methods to guide the institution. First, college leaders place a high value on building and nurturing relationships with students and key stakeholders. Through these relationships, they learn about how to better serve and anticipate the needs of these important constituents. Second, through the Office of Institutional Effectiveness, Planning and Research, the Executive Staff reviews and analyzes data on student enrollment patterns and demographics, occupational trends, student performance, district demographics, and results of benchmarking CLC performance with other community colleges. Finally, all administrators and faculty are encouraged to be active in their respective professional associations, to stay current within their disciplines and professions, and to develop a network of other professionals outside of the college. Through these various methods, college leaders are able to stay current, identify trends, and help build and sustain an institution that continues to focus on helping students grow.

5P3 Making decisions

See 5C1 for an explanation of the college governance system.

5P4 Using information and results in decision making
Data collection is an ongoing process at the college, primarily through the Office of Institutional Effectiveness, Planning and Research (IEPR). Since 2000, the college has significantly increased its emphasis on obtaining reliable data for use in decision making, expanding the IEPR staff, conducting additional surveys, and participating in local and statewide initiatives that involve tracking student performance and gathering demographic, socio-economic, and other data. IEPR gathers statistics and surveys students to obtain information used to compile headcount reports, facts and figures at CLC, enrollment trends and projections, graduation reports, and other data. IEPR also compiles specific information on an as-needed basis to provide factual information for college, state, federal, and grant reports, and to provide subject-specific material to divisions for use in determining class scheduling, course offerings, and trends.

IEPR has been an integral component of the AQIP process, obtaining needed data for the action projects and systems portfolio. In addition, IEPR heads the annual analysis and compilation of Strategic Goals, Objectives and Program Activities, which are updated each year, and used to determine the direction and to evaluate results for each department within the college. (See 2C1, 8C2, and 8P2.)

While the college has increased its use of statistical data to determine direction, that is a relatively recent trend. Therefore, the efforts are often inconsistent for obtaining necessary data and for relying on data that has been compiled. Decisions may sometimes precede an examination of factual information, and data may then be sought to verify the correctness of the decision. Experiential and anecdotal information are still relied upon more consistently than statistical information to chart directions or develop programs. The college participation in AQIP has created a much greater awareness and reliance on using data in decision making.

5P5 Communicating between / among institutional levels

As demonstrated by the college governance system (explained in 5C1), the College of Lake County is very purposeful in ensuring communication between and among institutional levels. In addition to the GCC, opportunities for institutional communication occur in the following venues:

- Board of Trustees Monthly Meetings and Weekly Updates: The Board of Trustees meets to discuss and approve various aspects of college operations. Each month, the Board receives a staff report from different departments regarding college initiatives. In between the monthly meetings, Board members receive weekly updates from the president regarding various initiatives, institutional priorities, or issues facing the college.
- Executive Staff Meetings: The Executive Staff meets weekly to discuss college operations and departmental initiatives.
- Monthly Administrative Meetings: The morning after the Board of Trustees meeting, all college administrators meet to discuss institutional operations and updates. During these meetings, staff have the opportunity to announce and discuss new projects or initiatives.
- Divisional and Departmental Meetings: All college departments meet on a monthly basis to discuss divisional operations and priorities.
- AQIP Leadership Team: The AQIP Leadership Team meets monthly to discuss progress on AQIP action projects and other continuous improvement initiatives.
- Electronic Communication Systems: The college utilizes electronic communication strategies to facilitate efficient communication throughout the institution. For example, e-mail, the college’s intranet and web page, and Outlook public folders are utilized to foster “just in time” communication regarding initiatives, priorities, or projects.

5P6 Communicating institutional expectations

Communicating a shared mission, vision, values, and expectations is an evolving process at the college, as discussed in the Institutional Overview. The college hired a new president in January 2006, and is currently reviewing and discussing various communication and strategic planning processes in order to improve their currency. As a result, much discussion has focused on the importance of the college goals and objectives and on institutional alignment. Recently, the college completed a survey of the college community asking them to rate the importance of each of its 31 objectives. The results of the faculty engagement survey are currently being utilized in a series of focus groups with faculty led by the vice president for educational affairs. The goals and objectives survey led to the consolidation and reduction of
the college objectives from 33 to 18. The results of both surveys will be used in an effort to improve overall engagement and goal alignment.

In addition to the various communication venues described in 5P5, leaders within the college communicate performance expectations through leading by example. All college leaders continually reinforce the importance of ethics, social responsibility, community involvement, and continuous improvement through actions and interactions both inside and outside of the college.

5P7  **Encouraging, developing, and strengthening leadership abilities**

As an educational institution, the College of Lake County is committed to the educational aspirations and professional development of its employees. The Office of Training and Development (OTD), a part of Human Resources, organizes and provides training in a wide variety of areas for staff. A mandatory new-employee orientation provides the opportunity for new employees to “hit the ground running” and includes required workshops on: an introduction to CLC, significant software applications, and customer service sessions. Training throughout the year gives employees an opportunity to improve skills and develop new ones. OTD is also responsible for organizing the two-day Leadership Institute and the daylong administrative workshops.

In addition to college-sponsored, on-site training, the college participates in the Strategic Leadership Forum sponsored by the University of Michigan, and routinely sends 2-4 women to the “Leaders Institute” sponsored by the National Institute for Leadership Development and the American Association for Women in Community Colleges. Finally, the college financially supports individual administrator’s attendance at various leadership development institutes such as Harvard’s Institute for Educational Management and the American Association of Community College’s Future Leaders Institute.

Like most institutions, the college rewards staff members who earn degrees with salary increases. However, the college has also developed a professional improvement program for staff who may not need to earn another degree. Staff who write a professional improvement plan (approved by Human Resources) can also garner a salary increase for completing the plan. This allows staff to personalize educational plans in accordance with their specific needs.

5P8  **Planning succession**

In addition to the initiatives described in 5P7, the college recently completed a succession plan which addressed the retirements of the vice president for educational affairs in 2004, the president in 2005, and the assistant vice president for educational affairs in 2005.

5P9  **Measuring leadership and communication, and analyzing results**

As part of the college participation in AQIP and the selection of its original three action projects, the college identified communication as an area for improvement. Consequently, the college developed an “unofficial” action project team to address communication challenges. This team developed and administered a baseline communications survey to determine the current level of satisfaction with communications and specific areas for improvement. Based on the results of the survey, the team developed a series of action items including:

- Evaluating the electronic Communications Center
- Reviewing the intranet site
- Reviewing the process of identifying and selecting interpreters

The team will re-administer the survey in 2006 to determine if improvement efforts have improved communication satisfaction levels.

**Results (R)**

5R1  **Results for leading and communicating**
As a result of succession planning, training, and leadership development, the college has been successful in developing new leaders to replace recent retirees. For example, from 2001-2005, eight of the twelve members of the Educational Affairs Council have retired. Five of the eight were replaced by internal candidates promoted because of leadership qualities. Additionally, action items recommended by the baseline communications survey have been addressed:

- The college has replaced the electronic “Communications Center” with the use of public Outlook folders. (The electronic communication center had been difficult to use and access and had resulted in staff receiving many unsolicited e-mails from others selling homes, furniture, or miscellaneous items.) The new process was implemented through a series of training sessions, and the effectiveness of Outlook folders is currently being assessed.
- The college’s intranet site has been revamped and now includes a search function allowing staff to quickly locate information and departmental services.
- The team has collected and developed a database of interpreters who are available to assist students or community members with accessing college services. Interpreters are available for a variety of languages including sign language.
- The college has implemented a more stringent process of blocking spam. As a result, the college information systems have become more efficient and less susceptible to viruses.

As mentioned in 5P9, the baseline communications survey will be re-administered in 2006. Unfortunately, results will not be available for this Systems Portfolio.

5R2 Results for comparison

CLC has limited access to comparative data regarding leadership and communication strategies / processes of other higher education institutions. The college will continue to explore mechanisms to identify comparative data.

Improvement (I)

5I1 How CLC improves and targets new systems for leading and communicating
AND
5I2

As described in the Institutional Overview and in 5P6 and 5R1, the college has recently hired a new president, vice president for educational affairs, and many other senior leaders. As a result, the college is currently analyzing all processes associated with leading and communicating.

Figure 5.1 College of Lake County, Tables of Organization: Office of the President
AQIP Category SIX:
Supporting Institutional Operations
AQIP Category SIX: Supporting Institutional Operations

Context for Analysis (C)

6C1 Key student and administrative service processes and associated needs of students and other stakeholders

In an effort to support student learning and stakeholder needs, the College of Lake County provides student and stakeholder support services across six major service or functional areas. These six functional areas are organized across three separate operational divisions: Educational Affairs, Administrative Affairs, and Office of Student Development (See Figures 6.1, 6.2, and 6.3 at the end of Category Six.) The six major service areas are outlined in Table 6.1:

6C2 How key student and administrative support services reinforce Category One and Category Two processes

Table 6.1 Major Service Areas and Responsibilities

<table>
<thead>
<tr>
<th>Major Service Areas</th>
<th>Primary Functions and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Services</td>
<td>■ Recruitment&lt;br&gt; ■ Admissions and Records&lt;br&gt; ■ Student Registration Process&lt;br&gt; ■ Transcripts and Student Records&lt;br&gt; ■ Student Advising and Counseling&lt;br&gt; ■ Orientation&lt;br&gt; ■ Transfer Information&lt;br&gt; ■ Financial Aid Assistance and Scholarships</td>
</tr>
<tr>
<td>Student Services</td>
<td>■ Student Activities&lt;br&gt; ■ Student Government&lt;br&gt; ■ Clubs and Organizations&lt;br&gt; ■ Athletics&lt;br&gt; ■ Child Care Center&lt;br&gt; ■ Health Center&lt;br&gt; ■ Career Planning and Development&lt;br&gt; ■ Cooperative Education and Internships</td>
</tr>
<tr>
<td>Learning Services</td>
<td>■ Learning Resource Center&lt;br&gt; ■ Learning Assistance Center&lt;br&gt; ■ Testing Center&lt;br&gt; ■ Office of Students with Disability Services&lt;br&gt; ■ Writing Center&lt;br&gt; ■ Math Center</td>
</tr>
<tr>
<td>Administrative and Campus Services</td>
<td>■ Facilities&lt;br&gt; ■ Security&lt;br&gt; ■ Food Service&lt;br&gt; ■ Business Services&lt;br&gt; ■ Bookstore&lt;br&gt; ■ College Foundation&lt;br&gt; ■ Resource Development and Legislative Affairs&lt;br&gt; ■ Human Resources</td>
</tr>
<tr>
<td>Technology Services</td>
<td>■ Academic Technology and User Services&lt;br&gt; ■ Network and Technical Services&lt;br&gt; ■ Enterprise Application Services</td>
</tr>
<tr>
<td>Community Services</td>
<td>■ Adult and Community Education&lt;br&gt; ■ Business and Industry Services&lt;br&gt; ■ James Lumber Center for the Performing Arts&lt;br&gt; ■ Public Relations&lt;br&gt; ■ Alumni Relations</td>
</tr>
</tbody>
</table>

Enrollment Services
Enrollment services support student learning by providing intake, records, and program planning assistance. The enrollment services process is comprised of entry-level functions such as Recruitment, Admissions, Counseling, and Financial Assistance. Services provided include registration, records, and transcripts. This process is designed to provide support to potential, current, and former students as they work on achieving their academic goals.

Student Services
Student services support student learning by providing extracurricular and socializing activities to enhance classroom instruction and encourage student retention. The student services process provides a variety of activities and services that contribute to helping students learn, and to creating an inclusive and welcoming environment. For example, various student activities provide opportunities for interaction outside of the classroom. The Student Government Association provides
students with a voice in campus operations and instructional programs. Clubs and organizations (See Table 1.8.) allow students to develop teamwork and leadership skills. Athletic programs provide both athletic opportunities and college pride. The Child Care Center supports students with children and reduces the childcare barriers often associated with retention issues. The Health Center provides programs and services to support the good health of students. The Career and Placement Services Office provides students with the opportunity to gain valuable work experience through cooperative education and internships that support in-class instruction. As students near graduation, this office provides programs and services, including job fairs, position postings, resume and interviewing assistance to help students gain employment.

**Learning Services**
Learning services support student learning by providing additional instructional support and specialized assistance to help students in their various programs. The learning services process is comprised of the Learning Resource Center, the Learning Assistance Center, the Testing Center, and the Office of Students with Disabilities. This process is designed to provide the academic support that plays a vital role in the academic success of students and stakeholders. For example, the college library provides open lab space, resource/research materials, books, and periodicals that directly support academic and career programs. Additionally, library staff are available to support both students and instructors in using library resources. Likewise, through various programs and services such as the Writing Center and the Math Center, students can receive one-on-one support and tutoring services. Finally, the Office of Students with Disabilities provides services to support students with physical challenges and learning disabilities.

**Administrative and Campus Services**
Administrative and campus services support student learning by providing a clean, safe, and educationally supportive environment. Food services on campus provide students with convenient access to healthy and nutritious foods. Financial and business operations support the efficient usage of college resources to ensure that adequate and consistent revenue streams are available to meet student and stakeholder needs. The college bookstore provides cost-effective textbook programs and instructional materials to support student learning. The College Foundation seeks out financial support from individuals and corporations to support student learning and success. The Office of Resource and Legislative Affairs identifies and develops grant opportunities, and nurtures relationships with locally elected officials. Overall, this process provides the structural and financial support that is critical to the academic and social successes of students and stakeholders.

**Technology Services**
Technology services support student learning by providing students with supportive instructional technologies in an efficient and easy-to-use environment. The technology services process is comprised of User Support Services, Network Services, and Application Services. This process provides the technological support that has become increasingly more relevant to the success of students and stakeholders who are provided with state-of-the-art technologies that support instruction, communications, and administrative operations.

**Community Services**
Community services support the non-traditional educational and community development needs of students and stakeholders. Through the Adult and Community Education Division (described in 2R3), the college provides GED, ABE, ESL, literacy, continuing professional education, court-ordered training programs (traffic and divorce), and a variety of continuing education programs. The Business and Industry Services department (described in 2R3) provides support to small businesses and develops customized training programs for local corporations. The James Lumber Center for the Performing Arts provides theatrical, musical, and cultural arts programming to support both student and community appreciation for the arts. The Public Relations Office provides publications and media relations to inform and educate the community and potential students about all of the programs and services provided by the college. Finally, the Alumni Relations Office develops and maintains relationships with graduates of the college.
Processes (P)

6P1 Identifying student support service needs

CLC uses several different methods to identify student needs including surveys, benchmarking, and department and program reviews, all in an effort to make informed decisions regarding needs for improvement. Data collected from these measures is used by all departments to form strategic activities to support college goals and objectives. The following are the primary methods used to identify student support needs:

- Department Review Process
- Program Review Process
- Noel-Levitz Student Satisfaction Inventory
- Periodic Student Surveys
- Student Government Association
- Student Focus Groups and Pilot Tests

Each non-academic department in the college undergoes a Department Review Process every five years. This process follows the Continuous Improvement model in which departments identify their strengths and opportunities for improvements by using several different measures that reflect key processes of the department. As part of this process, departments undergoing review are required to collect data on student and stakeholder needs. Table 6.2 provides a schedule of the review cycle:

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<tbody>
<tr>
<td>Health Services</td>
<td>Admissions and Records</td>
<td>Student Activities</td>
<td>Nursing</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>Food Services</td>
<td>Counseling</td>
<td>Students with Disability Services</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Adult and Community Education</td>
<td>Student Recruitment</td>
<td>Athletics and Physical Activities</td>
</tr>
<tr>
<td>Business Division</td>
<td>Southlake Educational Center</td>
<td>Biological and Health Science Division</td>
<td>Educational Affairs</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>Social Science Division</td>
<td>Communication, Arts, and Humanities Division</td>
<td>Business Services—Finance</td>
</tr>
<tr>
<td>College Foundation</td>
<td>Facilities</td>
<td>Business Services—Purchasing</td>
<td>Comptroller’s Office</td>
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<tr>
<td></td>
<td>Food Service</td>
<td>Resource Development</td>
<td>System Software Administration</td>
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<tr>
<td></td>
<td>Human Resources</td>
<td>Information Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Institutional Effectiveness, Planning and Research</td>
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Academic Departments have a Program Review every five years, which looks at the teaching and learning process as well as identifies student needs within each specific program. Programs undergoing review are provided with data from the Office of Institutional Effectiveness, Planning and Research regarding enrollment trends, retention, and graduates. Programs are asked to provide plans to overcome any challenges or weaknesses identified during the review. Additionally, programs are encouraged to collect data from students and graduates regarding service needs. All program review reports are sent to the Illinois Community College Board for review and comment.

Every two years students are surveyed using the Noel-Levitz Student Satisfaction Inventory (See 3R1.). This survey measures student satisfaction with college services and provides the college with a national comparison to other community colleges of the same size.
Graduates of the College of Lake County are surveyed on a yearly basis as part of the Graduate Follow-up Survey (See 3R1.). This survey is used to identify the satisfaction of graduates, as well as to determine if their education at CLC helped them to achieve their goals of further education or employment.

One of the primary methods for determining student support needs is through the Student Government Association. The SGA consists of a four-member Executive Board and a 15-member Student Senate. The Executive Board, consisting of the president, vice president, treasurer, and chief of staff, is responsible for the following functions in support of student services:

- Serve as the official spokesperson of the student body;
- Establish priorities and goals for the academic year in cooperation with the Student Senate;
- Present appointments to fill any vacant senate seats or executive positions, and appoint the Chief of Staff;
- Oversee all external committees and commissions which may include college search committees or pilot test groups;
- Chair the fundraising committee and the student activity fee budget committee.

The Student Senate is responsible for the following functions in support of student services:

- Fairly represent all students enrolled at CLC during their term of office;
- Approve distribution of the student activity fee to clubs and organizations;
- Initiate legislation to address student-related issues and affairs;
- Inform students of issues relating to local, state, and national governance.

In addition to the SGA, periodically, students are asked to serve on focus groups, or to pilot-test new services or systems. One example of soliciting student input includes the development of the college’s web registration system. Throughout the process, students were asked to test the system and provide feedback. Additionally, a recent redesign of the college website was tested and reviewed by students prior to its implementation.

6P2  Identifying administrative and key stakeholder support service needs

Administrative support service needs at the College of Lake County are identified through both external and internal means. Externally, needs are defined by ICCB regulations, state, and federal government requirements. Internally, administrative support needs are identified through CLC’s governance system; departmental reviews; monthly administrative/professional meetings; the process of creating institutional goals, objectives, and activities; and meetings and other communications with faculty and staff. In addition, individual academic divisions routinely survey both the full- and part-time faculty regarding support services needs.

One of the primary mechanisms for determining faculty, staff and administrative support needs is through the college governance system. The Governance System at the College of Lake County is a communication structure built upon the knowledge that college students and staff value opportunities to be actively involved in the decision-making processes. The system follows a model that encourages participation of employees and students in formulating, implementing, and reviewing college goals, policies, and procedures.

To facilitate this process, the Classified, Specialist, and Faculty Senates and Student Government Association (SGA) were formed. Each body is guided by a constitution and is encouraged to raise and consider issues and opportunities which affect its unique relationship with the college, or the college community as a whole. Representatives from the Student Government Association and each of the Senates serve on the Governance Coordinating Council (GCC), a body charged with facilitating communication between and among the groups, and coordinating special commissions that serve all areas. The GCC is chaired by the president of the college. Through this council, various support needs are identified and acted upon.
6P3  Managing key student and administrative support service processes on a day-to-day basis

All key student and administrative support service processes are handled on a day-to-day basis by the vice president for administrative affairs, the vice president for student development, or the vice president for educational affairs. Each of these vice presidents supervises a key network of deans or directors who assist in providing vital information needed to make well-informed decisions. Organizational charts are included at the end of Categories Five and Six (See Figure 5.1 and Figures 6.1, 6.2, and 6.3.)

Each vice president makes decisions based on any or all of the four strategic goals that are the foundation of the College of Lake County. In addition to the vice presidents, employees from all segments of the college and students are involved in the Governance System (described in 6P2), and in special commissions, or committees, that function to ensure that the needs of all students and stakeholders are addressed. These include Curriculum Commission, Facilities Use and Planning Commission, Health and Safety Committee, Information Technology Commission, Professional Growth Commission, Training and Development Advisory Committee, and Teaching and Learning Center Advisory Committee.

Frequent knowledge sharing, documentation, and empowerment are encouraged by several methods. First, the college holds a Monthly Administrative Meeting to discuss special initiatives and institutional priorities, and to provide an avenue for administrative units to share best practices and operational activities. Second, the college maintains both print and electronic copies of policies and procedures for performing key institutional functions. Finally, given that the college’s main priority is helping students learn, the Educational Affairs Council, made up of all the academic division deans, meets once each week to discuss issues related to student success and institutional operations. In an effort to maintain open lines of communication, the Educational Affairs Council has monthly standing updates and discussions with the following service areas:

- Student Services
- Institutional Effectiveness, Planning and Research
- Technology Services

In addition, the council receives updates and reports on special initiatives and projects from various departments and program providers.

6P4  Using information and results to improve services

As departments complete departmental reviews, they implement action projects to address opportunities for improvement. Then, every year after process completion, departments are required to report to their vice president on progress meeting challenges for improvement.

Noel-Levitz Student Satisfaction Inventory data is used to identify strengths and weaknesses in various student support areas. Data collected is reviewed throughout the college, the Executive Staff, and the Board of Trustees. Data is compared with previously collected data to determine progress, or lack thereof.

6P5  Measuring and analyzing student and administrative support service processes

CLC uses numerous tools to collect and analyze student, stakeholder, and employee feedback on student and administrative support services. The Noel-Levitz Student Satisfaction Inventory is conducted every two years and is used to measure student satisfaction and importance ratings of various services and experiences at the college. The Community College Survey of Student Engagement (CCSSE) is also used to measure educational practices related to student success. CLC graduates are surveyed on a yearly basis to measure their satisfaction with their educational programs and their successes after graduating. Additionally, each non-academic division in the college conducts surveys of its key stakeholders every 5 years as part of the Department Review process. This process follows the continuous improvement model with each department collecting data related to its key processes, analyzing that data, and then developing action projects based on the results.
Results (R)

6R1 Results for student support services processes

College of Lake County uses both the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE) to evaluate the success and opportunities of educational and student support services offered (See 3R1.).

In the 2004 Noel-Levitz Student Satisfaction Inventory, 11 areas were used to determine how well CLC met student expectations:

- Academic Advising and Counseling (AAC)
- Academic Services
- Admissions and Financial Aid
- Campus Climate
- Campus Support Services
- Concern for the Individual

- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Service Excellence
- Student Centeredness

- CLC students generally rated their satisfaction lower than the importance of these areas. However, the performance gaps (the differences between mean ratings of importance and satisfaction) were less than 1.0 in ten of the eleven areas listed above, signifying that most expectations were being met.¹

- It is important to recognize that both satisfaction and importance ratings from CLC students decreased in nine areas from 2001 to 2004. This decrease in importance makes any decline in satisfaction less critical. The trend in ratings for Concern for the Individual and Safety and Security were mixed for satisfaction and importance.

- Of the eleven areas, Academic Advising and Counseling (AAC) had the largest difference between satisfaction and importance ratings, or performance gap. Student satisfaction levels for this area were considerably lower than importance levels. The gap in this area was the only one above 1.0. Noel-Levitz recommends that colleges focus on improving those areas where the gap is equal to or greater than 1.0, since this would indicate areas where the college is not meeting student expectations.

- CLC students seemed more concerned with aspects of this survey that dealt more directly with their scholastic careers, such as the quality of instruction they receive or when classes are scheduled, as opposed to availability of child care, or business office hours. Four out of the five most important single expectations in 2004 directly related to academics, whereas in 2001, all five did.

- Many comments at the end of the survey included concerns about parking availability and counseling services.

Specific Results for the College of Lake County
Although CLC students rated each of the 11 areas higher in importance than their corresponding levels of satisfaction, all but one performance gap was under 1.0, suggesting CLC comes close to meeting student expectations. Additionally, most performance gaps decreased since 2001, which indicates CLC’s possible improvement in those areas from the first survey.

¹A greater performance gap indicates fewer met expectations. One point separates each level of importance or satisfaction. Therefore, a performance gap of 1.0 or greater may be interpreted as: (1) very few expectations are being met and (2) a large enough number of expectations have not been met to alter (decrease) the level of satisfaction for the whole area.
In a comparison of Fall 2001 to Spring 2004 results, Noel-Levitz indicated that the mean importance rating declined for all (See Table 3.5.). Results of satisfaction ratings were mixed: mean satisfaction declined in nine areas and improved in two areas. Satisfaction with Registration Effectiveness decreased the most from 5.33 in 2001, to 5.25 in 2004. CLC satisfaction ratings rose slightly in Concern for the Individual (4.94 in 2001; 4.95 in 2004,) and in Safety and Security (4.96 in 2001; 4.99 in 2004).

A performance gap decrease from 2001 to 2004 suggests improvements in a given area (See Table 3.5.). Out of the 11 areas tracked, eight experienced declines. The very slight gap increases for Academic Services (.02) and Admissions and Financial Aid (.01) indicate areas that may warrant further attention. Performance gaps that exceed 1.0 are areas that Noel-Levitz recommends colleges focus on improving. Although Academic Advising/Counseling (AAC) showed gaps greater than 1.0 in 2001 and 2004 (1.12 and 1.06 respectively), it also experienced improvement indicated by the decreased gap (-.06) from one survey year to the next.

In a comparison of full-time (FT) to part-time (PT) students, the 2004 Noel-Levitz indicated that full-time students were generally less satisfied than part-time students. See Table 6.3:

Excluding Campus Support Services, the performance gaps for the PT students were narrower than for the FT students. Once again, AAC had large performance gaps for both full-time and part-time students (FT: 1.23, and PT: 0.84). Nonetheless, performance gaps were less than 1.0 in eight areas among FT students and in all areas for PT students, indicating that CLC meets many expectations.

Results for other Noel-Levitz measures indicated agreement and major disagreement in some areas most important to students. For example, both FT and PT students agreed on their dissatisfaction with the methods of notification of poor performance in class (FT: 4.36 and PT: 4.72). However, FT students felt their college experiences have done little to meet their expectations (FT: 4.55 compared to 4.92 for PT). FT students also were less satisfied than PT students with their general college experiences (FT: 5.23 compared to PT: 5.63). Finally, FT students (5.41) were more reluctant than PT students (5.98) to choose to enroll again if they had the option.

Learning Services Surveys
To assess the status of its Learning Services, the Learning Resource Center, Learning Assistance Center, and the Students with Disability Services (See 1C4.) perform periodic department reviews meant to reveal trends about particular services and processes. These reviews include student usage figures, together with student satisfaction surveys regarding the learning support services. When the Learning Resource Center did its survey in 2003, of those who used its services, there was up to 90% satisfaction. See Table 6.4:

<table>
<thead>
<tr>
<th>Service</th>
<th>Very or Somewhat Satisfied</th>
<th>Did not use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Desk Assistance</td>
<td>74%</td>
<td>44%</td>
</tr>
<tr>
<td>Circulation Desk Assistance</td>
<td>90%</td>
<td>37%</td>
</tr>
<tr>
<td>Book Collection</td>
<td>78%</td>
<td>41%</td>
</tr>
<tr>
<td>Computer Databases</td>
<td>63%</td>
<td>44%</td>
</tr>
<tr>
<td>Computerized Card Catalog</td>
<td>68%</td>
<td>54%</td>
</tr>
</tbody>
</table>
During the 2003 academic year, The Learning Assistance Center was visited by more than 15,000 students who took either standardized or placement tests, or internet exams. This number includes 382 students with disabilities whom the Testing Center provides with the appropriate accommodations. Besides the Testing Center, the Learning Assistance Center also contains the Tutoring Center, the Math Center, and the Writing Center, where students improve their science, math and writing skills. Table 6.5 provides the results of the 2003 CCSSE survey in which user-rated satisfaction with services exceeded user-rated levels of importance:

Likewise, the Noel-Levitz Student Satisfaction Survey demonstrated in both 2001 and 2004 that CLC students have rated the importance and satisfaction of learning support services at a level comparable with or better than other community colleges. Table 6.6 gives the 2004 results:

Between 2003 and 2004, there was a 100% increase in usage of online library resources, which includes access to and number of searches performed in various databases. CLC is continually keeping the library up to date by adding to the list of new resources in both hard copy and online format. The Learning Resource Center also provides classes for helping students navigate the database system efficiently.

### 6R2 Results of administrative support services processes

As discussed in 2R1, the college has consistently received “unqualified” audits from external auditors and has been recognized for its comprehensive financial report. In addition, the college submits a balanced budget each year. Table 6.7 provides the audited financial breakdown of college revenues and expenditures:

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginning Balance</th>
<th>Revenue</th>
<th>Expense</th>
<th>Transfers</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>6,049,930</td>
<td>53,701,598</td>
<td>-52,868,696</td>
<td>-2,784,000</td>
<td>4,098,832</td>
</tr>
<tr>
<td>2002</td>
<td>4,098,832</td>
<td>56,087,234</td>
<td>-58,149,888</td>
<td>-1,982,000</td>
<td>2,054,178</td>
</tr>
<tr>
<td>2003</td>
<td>2,947,189</td>
<td>61,253,730</td>
<td>-60,392,491</td>
<td>-1,692,000</td>
<td>2,116,428</td>
</tr>
<tr>
<td>2004</td>
<td>2,116,428</td>
<td>61,299,018</td>
<td>-60,838,686</td>
<td>-450,000</td>
<td>2,126,760</td>
</tr>
<tr>
<td>2005</td>
<td>2,126,760</td>
<td>64,591,594</td>
<td>-62,338,240</td>
<td>-892,000</td>
<td>3,488,114</td>
</tr>
</tbody>
</table>
In addition, the Board of Trustees is currently in the final stages of approving a new policy requiring the college to maintain an end-of-fiscal-year fund balance in the operating fund to equal 13% of the budgeted operating fund expenditures. The purpose of the policy is to maintain an appropriate fund balance to ensure the financial stability of the college.

6R3 Results when compared to other community colleges

Compared to all community colleges participating in the Noel-Levitz Student Satisfaction Inventory, CLC students were slightly less satisfied with nine areas, including Academic Advising and Counseling, but importance ratings were also lower for CLC students. However, CLC students’ mean satisfaction in the areas of Academic Services, and Safety and Security were higher than the average of all colleges.

Performance gaps between importance and satisfaction ratings also illustrate how well CLC met student expectations (See Table 3.6.). With the measure of smaller gaps, CLC seems to demonstrate it has met student expectations better than other colleges. This is true in all areas except in Academic Advising and Counseling where CLC’s performance gap was 1.06, which is higher than the 0.99 for all community colleges. AAC had the largest performance gap for CLC students (1.06) and the second largest for all college students (0.99), reinforcing the conclusion that Academic Advising and Counseling is an area with opportunities for improvement to meet the needs of students at all participating community colleges.

Another comparison of CLC’s results with those of other community colleges is in the three summary items: 1) if the student’s college experience met his/her expectations; 2) if the student had overall satisfaction with his/her college experience; and 3) if the student would enroll again. The mean for CLC regarding whether college experience met student expectations was 4.70, which was higher than the 4.67 mean for all colleges (See Table 3.7.). The mean for the overall satisfaction with CLC was 5.39, also higher than the 5.37 for all colleges. The mean for re-enrollment for CLC, however, was only slightly higher (5.64) than that for all colleges (5.63).

Comparing CLC’s results to those of other large community colleges

In addition to comparisons with all community colleges (See 3R1.), CLC requested comparisons with other large colleges (community colleges with enrollments of 10,000 or more).

As with comparisons to all colleges, CLC’s importance and satisfaction ratings were lower than other students’ ratings in almost all areas. However, although CLC students indicated less satisfaction than other students, their importance ratings were lower as well.

CLC’s results, as shown in Table 6.8, had smaller gaps than other large colleges, indicating that the college has met student expectations better. Academic Advising and Counseling had the second largest performance gap for other colleges (1.19) and highest gap for CLC (1.06).

Results for the three summary items on expectations, overall satisfaction, and re-enrollment were somewhat encouraging. The mean satisfaction for meeting student expectations was higher for CLC (4.70) than for other large colleges (4.62). The mean overall satisfaction with CLC (5.39) was also higher than for other large colleges (5.34). Lastly, the mean satisfaction for enrolling again was only slightly lower for CLC (5.64) than for other large colleges (5.66).
Improvement (I)

6I1 How CLC improves current processes and systems to support institutional operations

As demonstrated in all sections of Category 7, Measuring Effectiveness, the college collects a significant amount of data and evidence to provide avenues by which processes and systems can be evaluated. Based on this analysis and evaluation, the college prioritizes the initiatives, processes, and systems that are deemed to be underperforming. The Executive Staff, in cooperation with the appropriate departments and divisions, devises strategies to improve performance. In most occasions, two major aspects of the improvement process include (1) developing a cross-functional team, and (2) identifying potential benchmarking institutions.

6I2 How CLC targets and communicates improvement priorities

A recent review of data associated with student support services revealed two areas of opportunity to improve the college’s student support services. First, student advising has been identified as an area of focus. As a result, the college currently has an initiative underway to improve student advising across the campus. Second, student intake services are currently being reviewed and enhanced in order to facilitate a seamless and more efficient intake process. Both initiatives are being addressed by cross-functional teams representing all major areas of the institution.

Figure 6.1 College of Lake County Tables of Organization: Office of Educational Affairs
Figure 6.2 College of Lake County Tables of Organization: Office of Administrative Affairs

Office of Administrative Affairs

- President
  - Vice President, Administrative Affairs
  - Assistant V.P. Institutional Effectiveness, Planning & Research
    - Chief Information Officer (SunGard Collegis Inc.)
      - Director, Network & Infrastructure Services (SunGard Collegis Inc.)
      - Director, Application Services (SunGard Collegis Inc.)
    - Director, Academic Technology & User Services
    - Manager, User Services (SunGard Collegis Inc.)
  - Dean, Business Services and Finance
    - Director, Business Services
    - Director, Accounting Services
    - Director, Bookstore
  - Director, Facilities
  - Director, Campus Safety

Figure 6.3 College of Lake County Tables of Organization: Office of Student Development

Office of Student Development

- President
  - Vice President, Student Development
  - Assistant V.P., Student Development
    - Assistant Director, Student Affairs Operations
    - Assistant Director, Enrollment
    - Director, Financial Aid
  - Director, Athletics & Physical Activities
  - Director, Student Activities
  - Director, Office for Students with Disabilities
  - Director, Health Services
  - Director, Child Care Center
  - Director, Counseling
  - Director, Career & Placement Services
  - Director, Educational Talent Search Program
AQIP Category SEVEN: Measuring Effectiveness
AQIP Category SEVEN: Measuring Effectiveness

Context for Analysis (C)

7C1 Collection, storage, and accessibility of information and data

Data at CLC is stored both in centralized and decentralized formats. Mainly, data can be found in the college’s PeopleSoft systems (student, human resources, and finance.) CLC has had the PeopleSoft system since 2000, and it is well established. Faculty and staff have access to student records for counseling students and assisting in registration. Data is primarily collected through an online application and registration system. All of this is web-based allowing faculty, students, and recruiters to conduct all transactions from any Internet site.

In addition to the individual student records, the Office of Institutional Effectiveness, Planning and Research (IEPR) has reports online that are available to faculty and staff. The reports range from student enrollment trends to graduate employment success. IEPR maintains a student data warehouse comprised of student and graduate records for a ten-year period. More than 200 pieces of information are maintained on each student, and systems are in place to track students across time.

7C2 Key institutional measures for tracking effectiveness

The college maintains a comprehensive assessment infrastructure. Table 7.1 highlights some of the college measures of institutional effectiveness:

<table>
<thead>
<tr>
<th>Area</th>
<th>Effectiveness Measures</th>
<th>Tracking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Students</td>
<td>CCSSE Survey: Bi-annual survey of student engagement</td>
<td>Comparison to previous years and comparison to other community colleges</td>
</tr>
<tr>
<td></td>
<td>Noel-Levitz Survey: Bi-annual survey of student satisfaction</td>
<td>Comparison to previous years and comparison to other community colleges</td>
</tr>
<tr>
<td></td>
<td>Across-Term Retention</td>
<td>Comparisons over time and with NCCBP</td>
</tr>
<tr>
<td></td>
<td>Cohort retention/graduation tracking</td>
<td>Comparisons over time and with IPEDS peer system</td>
</tr>
<tr>
<td>Department Level</td>
<td>Enrollment trends by department/division</td>
<td>Comparisons over time and across divisions and departments</td>
</tr>
<tr>
<td></td>
<td>Grade analysis</td>
<td>Comparisons within divisions by faculty and department</td>
</tr>
<tr>
<td></td>
<td>EECA comprehensive report providing performance data on costs, enrollments, retention, revenues, reliance on part-time faculty</td>
<td>Comparisons over time and across departments</td>
</tr>
<tr>
<td>Graduates</td>
<td>Graduate Follow-up Survey - graduates, employment and transfer rates</td>
<td>Comparisons over time and across departments</td>
</tr>
<tr>
<td>Community</td>
<td>Community Image Survey</td>
<td>Periodic random telephone survey of 1000 community residents to assess the image of the college, and to identify main competitors</td>
</tr>
<tr>
<td>Employers</td>
<td>Lake County Employer Survey</td>
<td>Survey of the image of CLC graduates among employers, identifying areas of growing employment needs</td>
</tr>
</tbody>
</table>

Processes (P)

7P1 Selecting, managing, and using information and data
To support overall institutional objectives and strategies, data collection and analysis are selected based on five different factors. First, the college is required to collect and provide various reports to the Illinois Community College Board or other accreditation bodies. Second, through the college’s extensive program and department review processes, departments and programs under review are required to gather and report data to demonstrate effectiveness of improvement goals. Third, individual administrators and faculty often make requests for data regarding very specific program or course needs. Fourth, the Executive Staff often ask for data to clarify various changing initiatives or issues facing the college. Finally, the college participation in AQIP has created another opportunity to collect additional data to determine the effectiveness of various programs and services. For example, there are several measures the college uses to assess its effectiveness in supporting student learning.

**AQIP Criterion 1: Student Learning**
Student learning is the primary goal of the College of Lake County. However, no single performance measure is capable of accurately assessing performance. To that effect, the college employs multiple measures of tracking effectiveness. Table 7.2 reveals the primary measures the college employs to assess student learning:

<table>
<thead>
<tr>
<th>Table 7.2 Measures of Tracking Effectiveness of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td><strong>Current Students</strong></td>
</tr>
<tr>
<td>CAAP Test</td>
</tr>
<tr>
<td>Artifact Scoring</td>
</tr>
<tr>
<td>Student grades</td>
</tr>
<tr>
<td>CCSSE Survey: Bi-annual survey of student engagement</td>
</tr>
<tr>
<td>Cohort retention/graduation tracking</td>
</tr>
<tr>
<td><strong>Former Students</strong></td>
</tr>
<tr>
<td>Graduate Follow-up Survey</td>
</tr>
<tr>
<td>National Clearinghouse and Illinois feedback reports</td>
</tr>
<tr>
<td>Passing Rates on Licensure Exams</td>
</tr>
</tbody>
</table>

**7P2 Determining and meeting information and data needs of departments and units**

The assistant vice president for institutional effectiveness has regular meetings with the Information Technology staff, the Education Affairs Council, the Executive Staff, along with numerous ad hoc and standing committees to respond to needs and to ensure that staff are using the most current and appropriate data to make decisions. IEPR typically responds directly to requests for data within a week. In addition, IEPR provides data to several national and state requestors that, in turn, provide benchmark reports to the college including the National Community College Benchmark Project (NCCBP) Report, the Illinois Community College Board (ICCB) Performance Report, and the Federal IPEDS reports.

IEPR has its own server that houses the college’s data warehouse. The warehouse contains extensive data on students; graduates; facility usage; results of surveys on community, students, graduates and staff; and cost. The warehouse is accessed through data mining software SPSS. This warehouse enables the office to respond quickly to administrative needs for information.

Peoplesoft data is collected through a secure online interface. The data is stored on high end processor systems housed in the data center, and is backed up daily.

**7P3 Determining needs and priorities for comparative information and data**

CLC’s assistant vice president was one of the designers of the National Community College Benchmark Report. The report is updated annually and contains over 50 different performance
measures for comparing CLC to over 100 community colleges nationally. In addition to the national benchmark project, the state of Illinois provides comparative data for a variety of performance measures. Also, the college conducts the CCSSE and Noel-Levitz student surveys. These reports provide comparisons of CLC student responses with students in community colleges nationwide. In all of the mentioned reports, it is possible to select a peer analysis, and IEPR looks for large colleges, in suburban locations when selecting peer groups.

**7P4 Analyzing and sharing institutional-level information and data**

IEPR analyzes and reports student and cost data that impact overall performance. The data is presented in a report that is available on paper and online. The report is shared with the Board, and a brief presentation is also made at the administrative meeting. The IEPR director meets monthly with the Educational Affairs Council. Presentations are shared with the entire college during orientation week, and discussions are encouraged at these meetings. Finally, the IEPR maintains a library of reports and data analysis that is open to the campus community.

**7P5 Ensuring department and unit analysis of information and data alignment**

Department reports, included as part of the program evaluation process, present basic institutional performance measures at the department level. They include number of enrollments, retention, graduates, passing rates on exams, and graduate rates of employment by field. The data is supplied to the departments as part of the annual review process. Departments employ the data to assess the health of their programs and to establish action projects for addressing weaknesses. The college is currently developing a process of collecting and analyzing various program “metrics” to determine the “health” of its various educational programs.

**7P6 Ensuring effectiveness of information systems and related processes**

Data is accessed by authorized faculty and staff. Appropriate data access is granted based on their roles at the college. FERPA, HIPPA and other federal, state, and college regulations are adhered to. The software applications and hardware are kept current to meet regulatory updates and system capacity requirements. A secure network is used for data distribution and access.

**7P7 Measuring and analyzing systems that measure effectiveness**

IEPR surveys all staff to assess the value of the information it provides. Survey results are used to improve the systems that measure effectiveness. CLC’s measures of college effectiveness are the same as measures of effectiveness defined by the ICCB and are standard in the National Community College Benchmark Project. They include, but are not limited to: graduate success in transfer and employment, student retention/success rates, across-term retention, cost per credit hour, success in developmental classes, student and graduate satisfaction, community image and competitor analysis, and employer satisfaction with CLC graduates and CLC’s ability to meet employment needs.

**Results (R)**

**7R1 Results of measuring effectiveness**

The IEPR staff has designed a data warehouse that contains more than a thousand variables on students and staff. Many months were spent in the original design and implementation of the warehouse. Each data element has been thoroughly tested for accuracy and reliability. Standard procedures in IEPR require multiple tests for accuracy before any report is published. All of the main reports are available on the college intranet. IEPR responds quickly and efficiently to requests for additional information and data in support of the college mission and performance. A survey of all staff revealed an above 95% satisfaction rate with IEPR.
Results comparison

In addition to the National Community College Benchmark Project Report, the college compares data collection and analysis processes with peer institutions through participating in the following state and national associations:

- Association of Institutional Research (AIR) National Association of Institutional Researchers
- Illinois Association of Institutional Research (IAIR) Illinois chapter of AIR
- Northern Illinois Community College Research Group (NICCRG)
- National Community College Council for Research and Planning (NCCCRP)

In addition, as demonstrated throughout this systems portfolio, the college goes to great lengths to compare data with other “like” institutions. Figures 7.1, 7.2, and 7.3 highlight areas of comparative data collection and analysis:

In the 2001 and 2004 surveys, over 500 CLC students were satisfied with their choice to attend CLC. Their levels of satisfaction were at or above the national averages.

In 2005, the CCSSE survey of 1000 students showed that CLC students scored above peer college averages for full-time students in Active and Collaborative Learning and in Academic Challenge.

In 2005, the National Community College Benchmark Project Report showed that CLC had a lower percentage of students transferring than the national average.
Among a cohort of students entering college in 2001, CLC students completed their programs at a rate similar to the national average. Also, CLC exceeded the national group in minority participation rates for both students and staff.

As an additional resource for its information technology systems, the college contracts with SunGard Collegis, Inc. for strategic technology management services. (Currently, SunGard Collegis, Inc. manages the technology services for approximately 80 higher education institutions.) Through this partnership, the college is able to leverage its expertise, networks, and benchmarking with institutions across the U.S.

**Improvement (I)**

**7I1 How CLC improves current processes and systems**

The Office of Institutional Effectiveness, Planning and Research meets monthly with the Educational Affairs Council, and bi-monthly with the Administrative Affairs Council. In addition, IEPR conducts focus groups and surveys to assess satisfaction among staff with its services. Based on this feedback, IEPR develops areas of strengths and areas for improvement. The areas for improvement become the basis for action projects for the upcoming year.

For example, information technology services focuses on the continued upgrade and maintenance of current systems and the addition of new services. Therefore, during the 2006 academic year, the college will be implementing a “portal,” and upgrading Blackboard functionality. Both initiatives will enhance student learning and access, and will provide greater functionality for faculty and staff.

**7I2 How CLC targets and communicates improvement priorities**

The college sets targets for improvements in more than a dozen goals within the required Illinois Community College Performance Report. This report includes statewide community college goals, performance measures, and targets. IEPR publishes and submits the report to the state board in August. The college is currently re-examining its strategic planning process. As part of this new effort, the college will develop a limited number of goals with performance measures and targets. See Table 7.3:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Measure</th>
<th>Current Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education will help Illinois business and industry sustain strong economic growth.</td>
<td>Percent of Graduates Employed or Continuing Their Education</td>
<td>90.10%</td>
<td>92%</td>
</tr>
<tr>
<td>Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.</td>
<td>Cost of instruction per credit hour and as a percent of state average</td>
<td>$224</td>
<td>$209</td>
</tr>
<tr>
<td>Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.</td>
<td>Full-time, first-time entering cohort percent graduated, transferred, or still enrolled at 150% of program length</td>
<td>68.40%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Results are communicated through a variety of print publications and frequent reports to both the Board of Trustees and the college community.
AQIP Category EIGHT: Planning for Continuous Improvement
AQIP Category EIGHT: Planning for Continuous Improvement

Context for Analysis (C)

8C1 Institutional vision

The college conducted a “Preferred Futures” conference in 1998 and “Preferred Futures II” in 2000. Each conference was designed to generate discussions about the future of the College of Lake County. The conferences included both community and college representatives. While the activity was well received and generated some excellent discussions, the conference did not yield a vision for the future. Rather, a list of activities and priorities was generated.

Currently, the college does not have a vision statement or an expressed/document vision for the next 5-10 years. However, the college is reviewing the current method for how it develops strategic goals, objectives, and activities.

8C2 Short- and long-term strategies aligned with mission

As explained in 2P1, the college has a 3-year collaborative process to develop its goals and objectives. A list of the recently revised goals and objectives can be found at http://clcpages.clcillinois.edu/depts/res/transfer/goals/bdapproved_Goals_0608.pdf, and they are outlined in Table 8.1:

<table>
<thead>
<tr>
<th>Table 8.1 Goals and Objectives for Fiscal Years 2006-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Goal 1: Learning</strong></td>
</tr>
<tr>
<td>The College of Lake County will enhance student learning.</td>
</tr>
<tr>
<td>This goal includes the following themes: fostering student learning in general education, using technology to enhance learning, focusing on student-centered services, recognizing and valuing a diverse community, and building a competitive workforce.</td>
</tr>
<tr>
<td><strong>Objectives in Support of Goal 1: Learning</strong></td>
</tr>
<tr>
<td>Objectives in support of Strategic Goal One, Learning, are listed in 1C2.</td>
</tr>
<tr>
<td><strong>Strategic Goal 2: Outreach</strong></td>
</tr>
<tr>
<td>The College of Lake County will strengthen its outreach to the community.</td>
</tr>
<tr>
<td>This goal includes the following themes: increasing outreach to identify and serve community needs, and increasing partnerships with diverse constituent groups within the community.</td>
</tr>
<tr>
<td><strong>Objectives in Support of Goal 2: Outreach</strong></td>
</tr>
<tr>
<td><strong>Objective 1:</strong> The College will increase public awareness of its educational programs and opportunities for financial aid in order to increase higher education participation of those with the ability to benefit.</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> The College will identify and respond to the educational needs of diverse populations within Lake County, partnering with educators, businesses, social agencies, the military, governmental agencies, civic organizations and community groups to address educational issues affecting the quality of life in Lake County.</td>
</tr>
<tr>
<td><strong>Strategic Goal 3: Access and Student Success</strong></td>
</tr>
<tr>
<td>The College of Lake County will work to reduce barriers and increase opportunities to meet the diverse needs of the people of Lake County.</td>
</tr>
<tr>
<td>This goal includes the following themes: focusing on student-centered services, enhancing the technology infrastructure.</td>
</tr>
<tr>
<td><strong>Objectives in Support of Goal 3: Access and Student Success</strong></td>
</tr>
<tr>
<td><strong>Objective 1:</strong> The College will continuously improve student services, including the use of technology, to ensure that students have easy access to the information, people, and services they need to be successful and will adopt and promote academic and student policies that encourage retention, growth in personal responsibility and academic work ethic.</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> The College will facilitate educational transitions from one level to the next by forming partnerships and cooperative agreements with four-year colleges and universities and working closely with the University Center of Lake County.</td>
</tr>
<tr>
<td><strong>Objective 3:</strong> The College will form partnerships with Lake County primary and secondary schools to promote student preparation and transition to college.</td>
</tr>
</tbody>
</table>
Objective 4: The College will strengthen and enhance the academic advising system to improve student decision-making in university transfer and career programs and will encourage students to develop a career plan that connects their career objectives to an educational plan.

Objective 5: The College will improve the success of students in achieving their individual academic goals.

Objective 6: The College will promote increased participation in financial aid and scholarships.

**Strategic Goal 4: Accountability and Responsible Stewardship**

The College of Lake County will evaluate and improve all academic and nonacademic departments to ensure high quality and utilize resources efficiently and effectively and expand facilities.

This goal includes the following themes: focusing on effectiveness and efficiency, assessing and continuously improving all academic and nonacademic departments and programs, and ensuring adequate financial resources.

**Objectives in Support of Goal 4: Accountability and Responsible Stewardship**

**Objective 1:** The College will ensure its long-term financial viability including evaluating options for achieving greater cost efficiency in operations, maximizing the use of existing revenue sources, and developing new revenue sources.

**Objective 2:** The College will incorporate the principles of continuous improvement into its functions conducting reviews of all academic and nonacademic departments and using the results in college decision-making systems to ensure the highest quality of education; efficient and effective operations; and superior services to students, staff, and the community, measuring student and stakeholder satisfaction.

**Objective 3:** The College will foster a working environment which values and respects employee contributions, encourages and strengthens participation in decision-making, demonstrates internal relationships that emphasize collaboration across departments, open communication and team building.

**Objective 4:** The College will promote learning by fostering, modifying and expanding a safe, clean and environmentally responsible campus that enhances students’ physical, social and intellectual well-being and meets the needs of the community.

**Objective 5:** The College recognizes the critical contribution of its faculty and staff to achieving higher education excellence in the teaching and learning environment and accordingly will provide resources for professional development.

In addition to these goals and objectives, each year, all administrative units are required to develop activities to support college goals and objectives. These activities must be tied directly to both a goal and an objective. Once compiled, a report is published detailing all of the goals, objectives, and supporting activities. This report is followed by both a mid-year update and a final report describing accomplishments. All three documents are approved by the Board of Trustees and then distributed widely throughout the campus.

**Processes (P)**

8P1 **Planning the process**

The college planning process is explained in 2P1 and 8C2.

8P2 **Selecting short- and long-term strategies**

Short- and long-term strategies are developed by individual college departments and divisions (explained in 2C1, 2P1, and 8C2) and are approved by the college Executive Staff prior to approval by the Board of Trustees.

8P3 **Developing key action plans**

As explained in 8C2, individual administrators, in collaboration with their faculty and staff, develop yearly activities to support college goals and objectives. They are required to also submit an action plan for how they plan to accomplish the activity. Specifically, they are to identify milestones, individuals responsible, financial resources required, support needed from internal and external partners, and anticipated outcomes.

8P4 **Coordinating and aligning planning processes**

As demonstrated in 2P1 and 8C2, the college’s planning process is a college-wide process and includes collaboration and cooperation among all levels of the institution. A point of emphasis
during the development of activities is inclusion. Administrators at all levels are strongly encouraged to collaborate with faculty and staff in developing departmental strategic activities.

**8P5 Selecting measures and setting performance projections**

Measures and performance projections are developed by individual department directors and deans, approved by their direct supervisors, and then submitted for discussion and approval to the Executive Staff. Figure 8.1 illustrates the process:

![Figure 8.1 Budget and Action Plan Development Process](image)

**8P6 Accounting for resource needs**

As described in 8P3 and 8P5, resource needs are identified as part of the action plan and activity development process. This process takes place prior to budget development and discussion. Each administrator identifies the specific activities to support the goals and objectives, and estimates the financial and other resources needed to accomplish the activity. Activities requiring financial resources are discussed first at the department or division level, then the vice president level, followed by ultimate approval by the Executive Staff. The college’s final budget is approved by the Board of Trustees and subject to public review and comment.

**8P7 Ensuring faculty, staff, and administrative development**

As the college changes to meet the various needs of stakeholder groups, the skills and abilities needed to successfully address these changes often require developing new skills sets. When this happens, the college offers training through the Teaching and Learning Center, or identifies external training providers to offer necessary training and professional development. For example, the college offers specialized training to faculty and staff when it implements a new version of the PeopleSoft enterprise system. In addition, the college has a very generous professional development and education program (described in 4P4, 4P5, and 1C5) that provides incentives for completing training and education programs.

**8P8 Measuring and analyzing planning effectiveness**

Beyond the “Action Projects” results described in 8R1, the annual feedback from peer reviewers of action project updates, and the year-end progress report (described in 8R1, and 8R2), the college receives anecdotal evidence collected during various administrative and faculty meetings, regarding the effectiveness of its planning systems. The college does not currently collect specific data to determine the effectiveness of the continuous improvement planning systems.
Results (R)

8R1  Results of planning strategies and action plans

As discussed in 8C2, once institutional strategies and action plans are developed, the administrators responsible for performance are required to submit both a mid-term and a final report. These reports are reviewed throughout the institution and, finally, by the Board of Trustees. Primary results for the college’s three AQIP action projects are included in Table 8.2:

Table 8.2 Primary Results for AQIP Action Projects

<table>
<thead>
<tr>
<th>Action Projects</th>
<th>Results</th>
</tr>
</thead>
</table>
| Increasing the number of English Language Learners (ELL) who are entering college courses at the College of Lake County | ■ 3 questions added to college application which are designed to identify ELL students in an effort to provide additional support services, and to enhance data collection and analysis.  
■ Revision of entire Adult Education ESL curriculum and course sequences creating two tracks: an academic track for students seeking to transition into college programs and degrees, and a life skills track for students seeking general language development.  
■ Increased presence of counselors visiting academic ESL classes to assist ESL student transition.  
■ Improved process for ESL students seeking financial aid and scholarships.  
■ Bi-lingual motivational and recruitment videos and PowerPoint presentations to explain registration and financial aid process. |
| Increasing the success of students who place into developmental reading and writing | ■ New "Early Alert" programs piloted with developmental math and English faculty.  
■ "Linked" courses between English 109 and Sociology.  
■ Funding for a new English faculty member whose training has a specialization in reading.  
■ Summer bridge program to assist developmental students the summer after graduation.  
■ Two new brochures explaining the admissions process and methods for demonstrating math and language proficiency. |
| Implementing assessment of student learning in general education | ■ General education web resource for both faculty and students to assist in teaching and learning of the college’s General Education Learning Outcomes.  
■ Results of “Writing Artifacts” and shared results/recommendations from faculty (regarding student writing strengths and areas for improvement) for analysis.  
■ Results of CAAP “scientific reasoning” tests for analysis.  
■ Results of CAAP test for “reading” for analysis.  
■ Recommendation to expand the college’s General Education Learning Outcomes by adding “reading” and “information technology.” |

8R2  Performance Projections

As explained in 2P1, the college revises its goals and objectives every three years. The strategies and activities in support of these goals and objectives are developed on a yearly basis. A complete listing of the goals and objectives is found in 1C2 and 8C2. Activities in support of the goals and objectives are published in a document entitled 2006 Strategic Goals, Objectives, and Program Activities End-of-Year Progress Report. In addition, the college is currently reviewing the process for selecting the next round of action projects as described in 811.

8R3  Comparisons of performance projections

In addition to participating in AQIP and the National Community College Benchmark Project, the college routinely benchmarks processes and strategies with other “like” institutions. The college does not benchmark with organizations outside of the education community.

8R4  Results of planning system effectiveness

The evidence demonstrating the effectiveness for planning continuous improvement can be found in the high percentage of activities supporting college goals and objectives that are accomplished each year. During most years, over 95% of the proposed activities are accomplished. The high completion rate can be attributed directly to the planning process which requires a mid-year update. Administrators responsible for carrying out activities are held accountable and must report on progress. During those rare occasions when little has been accomplished, the
supervising vice president or dean intervenes to support and encourage activity completion. Additionally, as demonstrated in 8R1, the college participation in AQIP has generated multiple outcomes resulting in improved service to both students and staff.

**Improvement (I)**

**8I1  How CLC improves current processes and systems**

As an AQIP institution, the college is currently developing a new process by which action projects can be suggested, discussed, and implemented. The initial process used to select the college’s current action projects resulted in some dissention about the criteria used in selecting the projects, and the methods used in gathering suggestions. As a result, a new process is currently being developed that combines multiple entry points for action projects and criteria by which projects will be selected. Figure 8.2 illustrates the multiple entry points from which the AQIP Leadership Team and Executive Staff receive input and suggestions:

The criteria by which new action projects will be selected are as follows:

- Is the project achievable, measurable, and beneficial to students and staff?
- Does the project address AQIP categories and areas of emphasis?
- Is the project highly rated by the college community?
- Can the project be completed with existing resources? If not, are other external funding sources possible?
- Are the projects equally dispersed across institutional divisions?

**8I2  How CLC targets and communicates improvement priorities**

Consistent with the college’s decentralized and collaborative process for developing activities in support of its goals and objectives, targets for improvement are set by various stakeholders, including individual divisions/departments, the AQIP Leadership Team, the Executive Staff, and the Board of Trustees. A current listing of the major Action Projects is included in 8R1.

Results and improvement priorities are communicated in the following four ways:

1. **Electronic Communication**: E-mails and AQIP updates are provided to the college community on a regular basis.
2. **Print Communication**: Printed brochures describing the AQIP Action Projects and current results are distributed to all full-time employees during both the fall and spring mandatory orientation events. In addition, three times a year the goals, objectives, and activities progress and updates are distributed throughout the college and to the Board of Trustees.
3. **Presentations**: AQIP updates are provided to the Board of Trustees, the Executive Staff, the Governance Commission, the Educational Affairs Council, Faculty Senate, and the Monthly Administrator Meeting.
4. **AQIP Leadership Team**: Monthly meetings provide progress updates and identify challenges currently facing Action Project teams. Team members are responsible for communicating this information to their various stakeholders.
AQIP Category NINE: Building Collaborative Relationships
AQIP Category NINE: Building Collaborative Relationships

Context for Analysis (C)

9C1  Key collaborative relationships

As a comprehensive community college, the College of Lake County seeks to develop, enhance, and nurture collaborative relationships with both internal and external stakeholders. The college’s key collaborative relationships fall into five distinct categories: internal (addressed in 4C1), business, accreditation and oversight agencies, academic institutions, and government/not for profits. Tables 9.1, 9.2, 9.3, and 9.4 provide an overview of the various relationships:

### Table 9.1 Business Relationships

<table>
<thead>
<tr>
<th>Organization</th>
<th>Type of Relationship: Existing or Emerging, Feeder or Receiver, Community Support, and Outsource or Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Program Advisory Committees</td>
<td>Existing and Community Support</td>
</tr>
<tr>
<td>Healthcare Providers</td>
<td>Existing, Feeder, and Receiver</td>
</tr>
<tr>
<td>Small, Mid-sized and Large Corporations</td>
<td>Existing, Feeder, and Receiver</td>
</tr>
<tr>
<td>Lake County Partners (Economic Development)</td>
<td>Existing and Community Support</td>
</tr>
<tr>
<td>Chambers of Commerce</td>
<td>Existing and Receiver</td>
</tr>
<tr>
<td>Vendors/Suppliers</td>
<td>Existing, Outsource, and Service Provider</td>
</tr>
</tbody>
</table>

### Table 9.2 Accreditation and Oversight Agencies

<table>
<thead>
<tr>
<th>Organization</th>
<th>Type of Relationship: Existing or Emerging, Accreditation or Oversight, Advisory or Regulatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Learning Commission</td>
<td>Existing and Accreditation</td>
</tr>
<tr>
<td>Illinois Community College Board</td>
<td>Existing and Oversight</td>
</tr>
<tr>
<td>Illinois Board of Higher Education</td>
<td>Existing and Oversight</td>
</tr>
<tr>
<td>State and Federal Granting Agencies</td>
<td>Existing and Regulatory</td>
</tr>
<tr>
<td>Program Accreditation and Certification Bodies</td>
<td>Existing, Advisory, and Regulatory</td>
</tr>
</tbody>
</table>

### Table 9.3 Academic Institutions

<table>
<thead>
<tr>
<th>Organization</th>
<th>Type of Relationship: Existing or Emerging, Feeder or Receiver, Community Support, and Outsource or Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Lake County High Schools</td>
<td>Existing and Feeder</td>
</tr>
<tr>
<td>Public and Private Universities</td>
<td>Existing and Receiver</td>
</tr>
<tr>
<td>University Center of Lake County</td>
<td>Existing and Receiver</td>
</tr>
<tr>
<td>Lake County Area Vocational System</td>
<td>Existing and Feeder</td>
</tr>
<tr>
<td>Other Illinois Community Colleges</td>
<td>Existing, Feeder, and Receiver</td>
</tr>
<tr>
<td>Lake County Regional Office of Education</td>
<td>Existing and Community Support</td>
</tr>
</tbody>
</table>

### Table 9.4 Governments and Not-for-Profits

<table>
<thead>
<tr>
<th>Organization</th>
<th>Type of Relationship: Existing or Emerging, Feeder or Receiver, Community Support, and Outsource or Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Municipalities</td>
<td>Existing and Feeder</td>
</tr>
<tr>
<td>Police Agencies</td>
<td>Existing and Feeder</td>
</tr>
<tr>
<td>Social Service Agencies</td>
<td>Existing, Feeder, Receiver, Community Support, and Service Provider</td>
</tr>
<tr>
<td>State and Federal Social Service Agencies</td>
<td>Existing, Community Support, and Service Provider</td>
</tr>
<tr>
<td>Foundations</td>
<td>Existing, Feeder, Community Support, and Service Provider</td>
</tr>
<tr>
<td>Lake County Workforce Investment Board</td>
<td>Existing, Feeder, Community Support, and Service Provider</td>
</tr>
</tbody>
</table>
9C2  Reinforcing mission and supporting change

The College of Lake County places a high priority on building collaborative relationships by recognizing the interdependency and value of partnerships that enhance both student and community development. As described in 8C2, all four of the college goals (Learning, Outreach, Access and Student Success, and Accountability and Responsible Stewardship) are directly influenced by developing and enhancing collaborative relationships. Additionally, in planning new programs, services, or initiatives, the college routinely seeks the advice of both internal and external partners. For example, prior to developing any new career program, the college requires an extensive process of communicating with key stakeholders and business representatives to ensure that the community will support the program and that there exists a demonstrated need for graduates.

Processes (P)

9P1  Creating, prioritizing, and building relationships

Currently, the college seeks to develop mutually beneficial partnerships with organizations and individuals that contribute to enhancing the college’s opportunity to achieve the stated goals and objectives. Specifically, the college focuses on those partners that contribute to student success. As a result, a high priority is placed on building and enhancing relationships with both feeder and receiver institutions such as high schools, universities, and employers.

The college develops and builds relationships with these important feeder institutions through a variety of methods. For example, the college president hosts a lunch for all of the local school district superintendents twice a year. The assistant vice president for educational affairs maintains a high school advisory committee which meets four times a year. The Student Services Department conducts a luncheon each year with high school counselors and often visits counselors for one-on-one meetings at their schools. Finally, the college is currently planning a series of faculty-to-faculty discussions for the purpose of developing collaborative relationships among faculty members at the college and the high schools.

In an effort to maintain open lines of communication with receiving universities, the college utilizes various methods. First, the college is an active participant in the Illinois Articulation Initiative (IAI). The IAI provides a mechanism to ensure the transferability of courses among Illinois institutions. Second, the college has developed a wide variety of articulation agreements, outside of IAI guidelines, with both public and private institutions that outline the transferability of courses. Third, college representatives routinely participate in “Transfer Coordinator” meetings held throughout the state for the purpose of discussing issues and challenges associated with student transfer. Finally, on a semi-regular basis, the college receives reports from receiving universities describing how CLC students perform.

As described in 3P5 the college maintains 40 career advisory committees made up of 410 community and business representatives with specific discipline or program expertise. These committees provide an important link between the college and local employers. All career program committees are required to meet at least twice each year to review curriculum, course sequences, program changes, and learning outcomes. Additionally, several committees are now beginning to review student work to ensure that the outcomes and performance of graduates match industry needs. In an effort to recognize the importance of the committees, the president hosts a career program advisory committee member appreciation breakfast each year.

In addition to career program advisory committees, the college maintains active relationships with area businesses through the college’s Business and Industry Services Department which is made up of the Small Business Development Center, the Procurement Technical Assistance Center, and the Business and Industry Training Center. A complete description of their services is provided in 2R3.
While building relationships with feeder and receiving institutions, the college also seeks to build and nurture relationships with a wide variety of associations and commissions. For example, as a result of the college participation in AQIP, several college representatives currently serve as “reviewers” for the Higher Learning Commission. Additionally, the college maintains active participation in a variety of state and federal associations such as the Illinois Council of Community College Administrators, the Chief Academic Officers Association, the Illinois Community College Faculty Association, the Presidents’ Council, the National Coalition of Advanced Technology Centers, the American Association of Community Colleges, and the Illinois Community College Trustees Association. In addition to membership, several college representatives have served, or are currently serving as officers of these associations.

9P2 **Ensuring needs are being met**

As with all relationships, on-going, honest and direct communications are essential. Therefore, in an effort to ensure that varying needs of partners are being met, the college works to outline expectations, roles, and responsibilities of all parties. For example, members of the career program advisory committees make recommendations for programs, and the college clarifies responsibilities as well as its own expectations. Through this straightforward dialogue, the college ensures that the varying needs and expectations of its partners are being met.

9P3 **Creating and building relationships within the institution**

The college has a strong practice of developing and organizing initiatives around the philosophy of inclusion. As demonstrated by the planning process, the entire college community is involved in the development of goals, objectives, and activities. As committees or project teams are developed, strong consideration is given to developing cross-functional committees with wide representation. At times, this philosophy can be counterproductive if teams or committees become too large to function effectively. However, it is believed that the benefits of inclusion outweigh some of the negative consequences of large teams.

In addition, the college’s overall governance system encourages participation and involvement across employee groups. An example of this practice is the Governance Coordinating Council which is made up of representatives of all employee groups and student government who meet monthly with the president to discuss institutional priorities. Table 9.5 shows another example of inclusion and college-wide collaboration in the AQIP Leadership Team which is made up of the following representatives:

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Anastasio</td>
<td>Past AQIP Coordinator</td>
</tr>
<tr>
<td>Bob Anderson</td>
<td>Board Member</td>
</tr>
<tr>
<td>Mary Ann Bretzlauf</td>
<td>AQIP Coordinator and English Faculty Member</td>
</tr>
<tr>
<td>Gweth Bronner</td>
<td>Co-Chair, Communications Team and Director JLC</td>
</tr>
<tr>
<td>Darl Drummond</td>
<td>Vice President, Student Development</td>
</tr>
<tr>
<td>Dr. Richard Fonte</td>
<td>President</td>
</tr>
<tr>
<td>Joyce Gatto</td>
<td>Co-Chair, ELL Team and English Faculty Member</td>
</tr>
<tr>
<td>Rich Haney</td>
<td>Co-Chair, Systems Portfolio Team and AVP</td>
</tr>
<tr>
<td>Lourdene Huhra</td>
<td>Co-Chair, ELL Team and Business Dean</td>
</tr>
<tr>
<td>Bob Kerr</td>
<td>President, Faculty Senate</td>
</tr>
<tr>
<td>Joan Kerr</td>
<td>Representative, Faculty Senate</td>
</tr>
<tr>
<td>Melanie Kessler</td>
<td>President, Classified Senate</td>
</tr>
<tr>
<td>Nancy McNerney</td>
<td>Assist. V.P., Institutional Effectiveness</td>
</tr>
</tbody>
</table>
Table 9.6 Measures of Collaborative Relationships

<table>
<thead>
<tr>
<th>Local High Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Percentage of High School Graduates Attending CLC by Institution</td>
<td></td>
</tr>
<tr>
<td>■ High School Advisory Committee Participation</td>
<td></td>
</tr>
<tr>
<td>■ Student Academic Performance by High School</td>
<td></td>
</tr>
<tr>
<td>■ Dual Credit/Dual Enrollment Participation</td>
<td></td>
</tr>
<tr>
<td>■ Tech Prep Articulation Agreements</td>
<td></td>
</tr>
<tr>
<td>University Partners</td>
<td></td>
</tr>
<tr>
<td>■ Satisfaction of Transfer Process</td>
<td></td>
</tr>
<tr>
<td>■ IAI Course Approvals</td>
<td></td>
</tr>
<tr>
<td>■ Transfer Student Performance</td>
<td></td>
</tr>
<tr>
<td>■ Articulation Agreements, Transfer Guides, and 2+2 Agreements</td>
<td></td>
</tr>
<tr>
<td>Business Partners</td>
<td></td>
</tr>
<tr>
<td>■ 2005 Satisfaction Survey</td>
<td></td>
</tr>
<tr>
<td>■ Career Program Advisory Committee Participation</td>
<td></td>
</tr>
<tr>
<td>■ Customized Training Program Evaluations</td>
<td></td>
</tr>
<tr>
<td>■ Employment Trends</td>
<td></td>
</tr>
<tr>
<td>■ Membership in Lake County Chambers of Commerce</td>
<td></td>
</tr>
<tr>
<td>Oversight and Accreditation Agencies</td>
<td></td>
</tr>
<tr>
<td>■ Meeting Report Submission Guidelines</td>
<td></td>
</tr>
<tr>
<td>■ Achieving Accreditation</td>
<td></td>
</tr>
<tr>
<td>■ Achieving and Maintaining Program Accreditation and Certifications</td>
<td></td>
</tr>
<tr>
<td>■ College Audit Results</td>
<td></td>
</tr>
<tr>
<td>Government and Not-for-Profits</td>
<td></td>
</tr>
<tr>
<td>■ Number of Workforce Investment Act Funded Students</td>
<td></td>
</tr>
<tr>
<td>■ Public Service Institute Training Evaluations</td>
<td></td>
</tr>
</tbody>
</table>

Results (R)

9R1 Results for building collaborative relationships

High School Partner Results
- During the 2005 fall semester, 18% of Lake County high school graduates attended the College of Lake County. Table 9.7 provides a breakdown by high school:
### Table 9.7 High School Graduates Entering CLC

<table>
<thead>
<tr>
<th>High School</th>
<th>Spring Graduates</th>
<th>Number of Fall CLC Enrollees</th>
<th>Percent of Graduates Enrolled at CLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antioch</td>
<td>497</td>
<td>142</td>
<td>29%</td>
</tr>
<tr>
<td>Deerfield</td>
<td>383</td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>Grant</td>
<td>301</td>
<td>93</td>
<td>31%</td>
</tr>
<tr>
<td>Grayslake</td>
<td>426</td>
<td>127</td>
<td>30%</td>
</tr>
<tr>
<td>Highland Park</td>
<td>435</td>
<td>33</td>
<td>8%</td>
</tr>
<tr>
<td>Lake Forest</td>
<td>448</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>Lake Zurich</td>
<td>457</td>
<td>48</td>
<td>11%</td>
</tr>
<tr>
<td>Libertyville</td>
<td>447</td>
<td>57</td>
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<tr>
<td>Mundelein</td>
<td>408</td>
<td>99</td>
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<tr>
<td>North Chicago</td>
<td>176</td>
<td>22</td>
<td>13%</td>
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<tr>
<td>Round Lake</td>
<td>305</td>
<td>98</td>
<td>32%</td>
</tr>
<tr>
<td>Stevenson</td>
<td>1,033</td>
<td>87</td>
<td>8%</td>
</tr>
<tr>
<td>Vernon Hills</td>
<td>270</td>
<td>53</td>
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<tr>
<td>Warren</td>
<td>850</td>
<td>207</td>
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<tr>
<td>Wauconda</td>
<td>253</td>
<td>56</td>
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<tr>
<td>Waukegan</td>
<td>700</td>
<td>175</td>
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<tr>
<td>Zion-Benton</td>
<td>411</td>
<td>91</td>
<td>22%</td>
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<tr>
<td>Carmel (private)</td>
<td>317</td>
<td>19</td>
<td>6%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>8,117</strong></td>
<td><strong>1,442</strong></td>
<td><strong>17.80%</strong></td>
</tr>
</tbody>
</table>

- Participation on the High School Advisory Council has been sporadic, limited to 6-7 high schools regularly participating.
- Student Academic Performance is provided directly to the high schools and indicates a large disparity among high schools.
- During the 2005 fall semester, dual credit offerings were limited to two high schools.
- During the 2005 fall semester, 109 high school students were dually enrolled.
- Twelve (12) high schools currently have articulation agreements in place, while only 3-4 of them actively participate.

**University Partner Results**
- Information gathered from receiving universities at the various transfer coordinator meetings indicates that transfer institutions are satisfied with CLC’s transfer process.
- The college has received IAI approval for 182 major courses and 110 general education courses. (Some courses receive credit for both major and general.)
- Transfer Student Performance can be found in 1R2.
- The college maintains 26 university transfer guides, over 100 program guides, and multiple 2+2 and other transfer agreements.

**Business Partner Results**
- In a 2005 survey of Lake County’s 400 employers, results were very favorable. Over four of five respondents indicated a willingness to hire CLC graduates directly out of school. Basic work habits, job performance, and technical knowledge of CLC graduates from all fields were rated “excellent” or “good.” In addition, employers indicated that CLC is well-known throughout the county and enjoys a very favorable image.
- A recent review of career program advisory committee representation determined that all major employers and business types are well represented. Attendance at committee meetings is consistently high. Over 100 individuals attended the 2006 Appreciation Breakfast.
• A recent review of customized training program evaluations determined that over 98% of participants attending customized training programs believed that the training provided would allow them to perform their jobs better.
• A recent review of high demand and growing occupations in the area determined that the College of Lake County currently offers associate degrees in 8 of the top 10 occupations requiring an associate’s degree. In addition, the college currently offers certificates in 7 of the top 10 occupations requiring a certificate.
• The college maintains active memberships in all 18 Lake County chambers of commerce.

Oversight and Accreditation Agencies Partner Results
• The college routinely meets and exceeds report submission requirements from the various state and federal oversight agencies.
• The last accreditation visit by the Higher Learning Commission was conducted in 1996. At that time the college was awarded a 10-year approval. Since joining AQIP, the college has received outstanding reviews on all three of its major action projects.
• The college has consistently received outstanding “unqualified” audits by an external audit firm. In addition, since 2002, the college has been recognized by the Government Finance Officers Association with the Certificate of Achievement for its Comprehensive Annual Finance Report.
• The college currently possesses certifications or accreditations by a wide variety of industry associations including healthcare, business and industrial. Examples of these certifications include:
  o National League for Nursing - Accrediting Commission  
  o American Dental Association  
  o National Accrediting Agency for Clinical Laboratory Sciences  
  o Commission on Accreditation for Health Informatics and Information Management Education  
  o Joint Review Committee on Education in Radiologic Technology  
  o Commission on Accreditation of Allied Health Education Programs  
  o Cisco Networking Academy  
  o National Institute for Metalworking Skills (NIMS)  
  o Air Conditioning and Refrigeration Institute (A.R.I.)  
  o ASE’s National Automotive Technicians Education Foundation, Inc. (NATEF)

Government and Not-for-Profit Partner Results
• Forty-five (45) students are currently attending the College of Lake County with the support of Workforce Investment Act funds.
• In fall 2005, semester evaluations of instructor and overall course content for the Public Service Institute showed 97% overall instructor satisfaction and 94% overall course content satisfaction. Criminal Justice Institute evaluations demonstrated an overall Instructor rating of 94% and overall course content rating of 96%.

9R2 Results comparisons

The college currently has three mechanisms to compare its results with other higher education institutions. First, the college’s participation in the National Community College Benchmarking Project provides comparative data with participating community colleges. Second, the college receives a variety of statewide reports comparing Illinois community colleges. Finally, the college routinely conducts surveys with other similar institutions on special topics such as assessment, pay rates for employee groups, release hours, and instructional programs. The college does not currently benchmark with institutions outside higher education.
Improvement (I)

9I1  How CLC improves processes and systems

As demonstrated in Category 7, Measuring Effectiveness, the college collects an abundance of data and evidence which provide an avenue by which processes and systems can be evaluated. Based on this analysis and evaluation, the college prioritizes the initiatives, processes and systems that are deemed to be underperforming. The Executive Staff, in cooperation with the appropriate departments and divisions, devises strategies to improve performance.

The proposed process for selecting the college’s next set of AQIP Action Projects is described in 8I1 and will provide a more consistent and collaborative process for selecting action projects.

9I2  How CLC targets and communicates improvement priorities

Based on a recent review of CLC’s results for building collaborative relationships, the college has recognized that more can be done to improve and enhance relationships with local high schools. As a result, several initiatives are currently underway. First, a group of CLC faculty members recently met to brainstorm ideas for enhancing faculty-to-faculty relationships. This list of ideas was discussed with the High School Advisory Council which provided additional input, and several of these initiatives are now underway. These initiatives have been communicated to CLC faculty and administrators.

Second, the college is exploring ways to align curriculum in STEM courses (Science, Technology, Engineering, and Mathematics) with local high schools in an effort to better prepare students academically prior to their enrolling in post-secondary educational institutions.

Finally, the college’s enrollment plan calls for extensive collaboration between the college and local high schools.
Five Criteria for Accreditation
COLLEGE OF LAKE COUNTY

Index to the Five Criteria for Accreditation

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The College’s mission statement reflects institutional priorities and is prominently displayed in all major publications including the college catalog, website, and various community reports. (O.1, 1C2, 2C2, 2C3, 2P2)
- In support of the College’s mission statement, the College has articulated four goals: Learning; Outreach; Access and Student Success; and Accountability and Responsible Stewardship. (O.1, 1P4, 1C2, 2C1, 2C2, 2C3, 8C2, 2P1, 2P2)
- In 2006 the College conducted a college-wide survey to determine the importance and relevance of the College’s goals and objectives. Based on the results, a committee comprised of representatives from all of the College’s governance systems (Students, Faculty, Specialist, Classified, and Administrators) revised the goals and objectives. As a result, the College’s goals were slightly modified and the number of objectives was reduced from 33 to 18. (2P3, 4P5, 4P8, 4R3, 8C2, 5P6)
- In support of the College’s goals and objectives, individual departments and divisions develop programmatic activities each year. College administrators are required to provide both mid-year and final progress reports. (2P3, www.clcillinois.edu/aqip/2003/support.asp)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College’s mission statement recognizes the College’s many stakeholders with an emphasis on addressing the needs of various student populations and the community at large. (O.1, www.clcillinois.edu/aqip/2003/support.asp)
- The College’s mission statement recognizes the College’s role in contributing to the cultural, intellectual, and economic development of the district. (O.1)
- The College’s mission, goals and objectives encourage the use of innovative teaching and learning approaches to enhance student success and the acquisition of knowledge. (O.1, 1C2, 8C2)
- The College’s goals and objectives recognizes the importance of creating opportunities for all learners and respecting the contribution of all key stakeholders in the teaching and learning process. (O.1, 1C2, 8C2)

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The College’s mission, goals and objectives are routinely emphasized in new employee orientation and college wide events. (5P7)
- The College’s mission, goals, and objectives are an integral part of the College’s strategic planning process. Individual divisions and departments are required to report how their yearly activities support the college goals. (2P1, 8C2, www.clcillinois.edu/aqip/2003/support.asp)
- College goals are an integral part of the college’s budgeting process. (2P3)
• The College's goals and objectives are developed and approved through the college’s governance system including the Board of Trustees. (4P3, 5C1, 2P1)

• The College's goals are emphasized through various professional development initiatives including the orientation week events at the beginning of the fall and spring semester. (4P5)

Core component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

• The College’s governance system follows a model that encourages the participation of employees and students in formulating, implementing, and reviewing college goals, policies, and procedures. (4P3, 5C1, Figures 6.1, 6.2, & 6.3, 6P1)

• The College is actively engaged and aligned with state oversight and governing boards and works to promote state and national initiatives. (O.4, 5C2)

• The College's administrative structures provide adequate opportunities for communication and collaboration between departments, divisions, and functional areas. (Figures 6.1, 6.2, & 6.3, 6P3)

• The College has implemented award programs to support and recognize outstanding staff and leadership achievement. (4P7)

Core component 1e. The organization upholds and protects its integrity.

• College policies and procedures support ethical and responsible behavior of all employees. (5C3, 4P3)

• College policies promote due process for handling student complaints and behavior problems. (3P6)

• College hiring processes ensure that the college seeks to generate diverse applicant pools and that all applicants are treated fairly and equitably. (4P1, 4P2)

• The College’s training and personnel evaluation systems support ethical conduct. (4P2, 4P3, 4P6)

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

• The College maintains active linkages to the external community through various advisory committees. (5P2, 8C1, 9C1, 9P1, 3P4)

• The College’s Institutional Effectiveness, Planning and Research Office provides college leaders with both trend and survey data to support informed decision making. (2P1, 3P7, 5P2, 5P4, www.clcillinois.edu/aqip/2003/support.asp)

• The College’s Institutional Effectiveness, Planning and Research Office maintain an extensive data warehouse. (7C1)

• Divisional deans and faculty review occupational trends in the development and revisions of curriculum and programs. (2P1, 9R1)
• The College’s strategic planning process acknowledges the importance of soliciting input from multiple sources in the development of departmental activities. (www.clcillinois.edu/aqip/2003/support.asp)

• The College’s department review process encourages the use of survey data to improve programs and services. (1P1, 6P1)

• Faculty and Program Coordinators are required to solicit the input of Career Program Advisory Committees prior to implementing new courses or programs. (1P2)

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

• The College routinely receives “unqualified” audits by the College’s external auditing firm. (6R2, 9R1)

• The College has been recognized for its comprehensive financial report. (6R2, 9R1)

• College revenues are in excess of college expenses. (6R2)

• The College is in the final stages of approving a new policy to maintain an end of the fiscal year fund balance in the operating fund to 13% of the budgeted operating fund expenditures. (6R2)

• The College’s development of yearly activities is aligned with the budgeting process. (2P3)

• The College’s budgeting process begins at the department or program level and passes through a series of checks and balance prior to final approval and adoption by college leadership. (2P3)

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

• The College’s department review process supports the application of continuous improvement principles in both academic and non-academic departments. (1P1, 2P4, 6P1)

• The College’s program evaluation process provides a systematic and inclusive mechanism for the evaluation of academic programs. (1P1, www.clcillinois.edu/aqip/2003/support.asp)

• The College’s assessment activities provide faculty and college administrators with data to support the revision of curriculum, academic and career programs, and instructional methods. (1P6, 1P11, www.clcillinois.edu/aqip/2003/support.asp)

• The College is committed to the development of assessment plans in all career programs. (1P6, 1P11, www.clcillinois.edu/aqip/2003/support.asp)

• One of the College’s AQIP action projects focused on the assessment of general education outcomes. (1P1, 1P11)

• The College’s Assessment Plan outlines assessment activities including artifact scoring, CAAP testing, and faculty development initiatives. (1P11, www.clcillinois.edu/aqip/2003/support.asp)

• The College has implemented a new assessment structure to support the continuation of faculty led assessment initiatives and activities. (www.clcillinois.edu/aqip/2003/support.asp)

• The College’s yearly assessment report highlights assessment activities conducted during the academic year. (www.clcillinois.edu/aqip/2003/support.asp)

• The College has multiple programs that are accredited by national associations. (9R1)

• The College actively reviews pass rates on national certification exams. (1R2)

• The College analyzes graduation and retention reports. (1R2, www.clcillinois.edu/aqip/2003/support.asp)

• The College monitors and analyzes student transfer performance at universities. (1R2)

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

• The College’s goals and objectives align with the institutional mission. (2C2, 2C3)
• The College’s development and implementation of yearly activities directly align with the goals and objectives. ([www.clcillinois.edu/aqip/2003/support.asp](http://www.clcillinois.edu/aqip/2003/support.asp))
• Individual departmental activities in support of the mission, goals and objectives are approved by the Board of Trustees. (2P1)
• The needs of both internal and external stakeholders are considered in the development of yearly activities. ([www.clcillinois.edu/aqip/2003/support.asp](http://www.clcillinois.edu/aqip/2003/support.asp))
• The College’s budgeting process aligns with institutional goals and objectives. (2P3)

**Criterion Three – Student Learning and Effective Teaching.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

• The College has clearly articulated General Education Learning Outcomes for students. (1C2, 1P1)
• The College has initiated a process to develop assessment plans for all career programs. (1R1, 1P6, [www.clcillinois.edu/aqip/2003/support.asp](http://www.clcillinois.edu/aqip/2003/support.asp))
• Through the curriculum approval and program evaluation processes, the College encourages the development of learning outcomes and assessment plans. (1P1, 1P2, 1P8, 1P1)
• The College’s course reference files clearly outline learning outcomes. (1P4, 1P1)
• College faculty are encouraged to clearly articulate learning outcomes on their course syllabus and class websites. (1P1)
• Transfer courses and objectives are developed with careful consideration to the Illinois Articulation Agreement guidelines. (1P2)
• The college has multiple methods to analyze effective teaching and learning. (1P6)

**Core component 3b. The organization values and supports effective teaching.**

• The College has processes in place to evaluate both full and part-time faculty members and recognize outstanding teaching. (1R3, 4P6)
• The College routinely collects and analyzes student’s rating of instruction for both full and part-time faculty members. (4P6)
• The College’s professional development programs provide ample opportunities for faculty to engage in discipline related research. (4P7)
• Each year the College selects and recognizes outstanding full and part-time instructors. (1R3, 4P7)
• Through the Learning Resource Center, College faculty have access to instructional designers and technology to support instruction. (1P9)

**Core component 3c. The organization creates effective learning environments.**

• The College provides faculty with the latest technology and instructional materials to facilitate an effective learning environment. (O.6, 1C3)
• College faculty deliver classes in a variety of formats and locations to facilitate learning. (1C3)
• The College continues to invest in on-line and hybrid course development. (1C3)
• The College has made significant investments in new buildings to support educational programs. (O.6)
• College faculty provides students with academic and career program advising in an effort to facilitate increased dialogue between faculty and students. (1P5)
• The College’s Student Development Department provides broad range of programs in support of student success. (1P10)
• The College routinely collects survey data from students regarding their experience at the College. (6R1)

Core component 3d. The organization’s learning resources support student learning and effective teaching.

• The College’s Learning Resource Center provides students with a wide range of programs and services to foster both student and faculty success. (1P9, 6C1, 6C2)
• Student surveys (CCSSE, Noel Levitz, and Institutional) routinely demonstrate that CLC students are satisfied with support services. (6R1)
• The Information Technology Services Department provides both faculty and students technological support to promote effective teaching and student success. (1C3, 6C1, 6C2)
• The Office of Students with Disabilities provides a variety of programs to support students with disabilities including working with faculty to arrange special services. (1C4)
• The College’s academic advising and counseling services provide students with a wide range of services. (6C2, 6R1)

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

• The College has an extensive array of offerings beyond traditional credit programs designed to promote lifelong learning and intellectual exploration. (1C3, 2R1, 2R3)
• The College actively seeks partnerships with universities for the purpose of promoting baccalaureate degree completion. (9R1)
• The College’s Continuing Education Department offers a broad range of non-credit program options to support special interests and lifelong learning. (1C3, 2R3)
• College faculty are encouraged through Board Policy, the collective bargaining agreement, the Teaching and Learning Center, and administrative initiatives to continue to develop both their teaching and discipline expertise. (1C5, 4P4)
• The New Faculty Institute provides an early indication to new faculty that the College values and supports their continued development. (1P9, 4P2)
• College administrators and staff are encouraged to continue to develop their skills and expertise through the Office of Training and Development and Board Policy which provide incentive pay for the completion of professional development plans. (4P4)
• The College actively and financially supports leadership development training. (5P7, 5P8)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

• College faculty are encouraged to develop the discipline expertise through sabbaticals and other professional development opportunities. (1C5, 1P9)
• The College Foundation provides grants to faculty for special projects or research. (1C5, 1P9)
• College employees are publicly recognized for degree completion during orientation week events. (4P7)
• Career programs at the College require students to take general education courses in addition to their core career program courses. (http://www.clcillinois.edu/catalog/index.asp)
• The College actively assesses learning outcomes utilizing various methods including CAAP Testing and artifact scoring. (1P1, 1P11, www.clcillinois.edu/aqip/2003/support.asp)
Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The College’s curriculum and program review process provides a mechanism for the institution to assess curriculum and program outcomes. (1P2)
- The College supports international education programs and routinely schedules “travel” courses that include trips to other countries to interact and experience other cultures first hand. (1C3, 1C4)
- The College seeks to actively recruit faculty and staff from diverse backgrounds. (1C4, 4P2)
- The College participates in international faculty and administrator exchange programs. (1C4)
- The College routinely hosts Fulbright Scholars and visiting faculty from other countries. (1C5)
- Prior to graduation, students enrolled in Associates Degree programs are required to complete a course in International/Multicultural Education from an approved list of courses. [http://www.cicillinois.edu/catalog/catalog2006/p045PrgmofInstr.pdf](http://www.cicillinois.edu/catalog/catalog2006/p045PrgmofInstr.pdf)
- The College hosts a wide range of multicultural activities and initiatives. (1C4)
- The College encourages and supports international students through the International Education Coordinator position. (1C4)

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The Teaching and Learning Center routinely conducts workshops and seminars on FERPA and Copyright issues. (4P5, 4R2)
- The College’s Student Rights and Responsibilities policy outlines the institution’s expectations of students and due process for handling student concerns. (3P6)
- The College has policies in place to ensure that both student and staff concerns are addressed in a fair and impartial environment. (3P6, 3P7)
- Intellectual freedom is valued and promoted as a critical component to the teaching and learning process. (1C5)
- The College adheres to and exceeds regulatory compliance laws and statutes. (5C3, 7P6)

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The College maintains both general advisory and 40 program advisory committees in an effort to gain input from outside constituencies. (3P5, 9P1, 9R1)
- The College maintains and supports regional advisory committees at the Lakeshore Campus and the Southlake Education Center. (3P5)
- The College routinely solicits input in the form of surveys, focus groups, and one-on-one meetings with area employers. (3P5, 3P7)
- The College maintains a High School Advisory Committee to seek input on key initiatives impacting high school students and their preparation for college-level work. (3P4, 9R1)
- The College is a member of all 18 of Lake County Chambers of Commerce. (9R1)
- The College seeks community input in strategic planning activities. (8C1)
- The College routinely seeks the input from the Student Government Association and student clubs in formulating policy, implementing new programs, and special initiatives. (6P1, 6P2)
The College collects a vast amount of data regarding students’ needs and satisfaction with services. (7C2, 7R2)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The College’s organizational structure provides the institution with the human resources needed to effectively and efficiently serve both internal and external stakeholders. (Figures 6.1, 6.2, & 6.3, 6P3)
- The College’s governance structure provides for an efficient mechanism for seeking input, communicating expectations, and support for key initiatives. (4P3, 6P2)
- The College actively seeks out grants to support special initiatives and programming. (2R1)
- The College operates several programs in a “cost-recovery” model, such as the Business and Industry Training Center, allowing the institution to maximize resources. (2R1, 2R3)
- The College continues to make significant investments in facilities. (O.6)
- One of the College’s four goals is “Outreach” and states that “The College will strengthen its outreach to the community.” (2C2, 2C3)

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The College is actively engaged in collaborative relationships with key stakeholders including other higher education institutions, high schools, business and industry, community groups, state and national associations, and accrediting bodies. (O.4, 5C2, 9C1, 9C4, 9R1)
- Examples of the College’s responsiveness to constituencies include programs in English as a second language, traffic safety, customized training, dual credit, and university articulation agreements. (O.2, 1C3, 9R1)
- The College offers transfer degrees in more that 41 fields of study, over 50 two year career degrees, and over 90 different certificate programs. (O.2, http://www.clcillinois.edu/catalog/index.asp)
- A recent analysis of “high demand” occupations revealed that the College offered educational programs in 8 of the top 10 occupational areas requiring a certificate. (9R1)
- In a community survey conducted in 2002, survey respondents rated the college highly on academic reputation. (O.8)

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Employers of the College’s graduates report high satisfaction rates with graduate performance. (9R1)
- Students enrolled in the College’s customized training and public service programs report high levels of satisfaction. (9R1)
- The College continues to see strong participation in non-credit programs. (2R1)
- College representatives are active participants and officers in many national, state, and local professional associations. (O.4, 9P1, 5C2, 5C3)
- Attendance at the James Lumber Center for the Performing Arts continues to grow. (2R1)
## Glossary of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>AAC</td>
<td>Academic Advising and Counseling</td>
</tr>
<tr>
<td>AACC</td>
<td>American Association of Community Colleges</td>
</tr>
<tr>
<td>AAT</td>
<td>Associate in Arts in Teaching</td>
</tr>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>ACE</td>
<td>Adult and Community Education</td>
</tr>
<tr>
<td>AES</td>
<td>Associate in Engineering Science</td>
</tr>
<tr>
<td>AFA</td>
<td>Associate in Fine Arts</td>
</tr>
<tr>
<td>AFA-Med</td>
<td>Associate in Fine Arts in Music Education</td>
</tr>
<tr>
<td>AFA-MP</td>
<td>Associate in Fine Arts in Music Performance</td>
</tr>
<tr>
<td>AFT</td>
<td>American Federation of Teachers</td>
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<tr>
<td>AQIP</td>
<td>Academic Quality Improvement Program</td>
</tr>
<tr>
<td>AS</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>CAAP</td>
<td>Collegiate Assessment of Academic Proficiencies</td>
</tr>
<tr>
<td>CAS</td>
<td>Council for the Advancement of Standards in Higher Education</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-Based Organization</td>
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<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>CELSA</td>
<td>Combined English Language Skills Assessment</td>
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<tr>
<td>CLC</td>
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<tr>
<td>CPS</td>
<td>Career and Placement Services</td>
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<tr>
<td>EECA</td>
<td>Enrollment Efficiency and Cost Analysis</td>
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<tr>
<td>EMPS</td>
<td>Engineering, Math, and Physical Sciences</td>
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<tr>
<td>EMT</td>
<td>Emergency Medical Training</td>
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<tr>
<td>EEOC</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<tr>
<td>FT</td>
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<tr>
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<tr>
<td>GCC</td>
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<tr>
<td>GED</td>
<td>General Education Development</td>
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<td>GELO</td>
<td>General Education Learning Outcomes</td>
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<td>GLC</td>
<td>Grayslake Campus</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
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<tr>
<td>HIPAA</td>
<td>Health Insurance Portability and Accountability Act</td>
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<tr>
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<td>Illinois Articulation Initiative</td>
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<td>ICE</td>
<td>Illinois College Expositions</td>
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<td>IEPR</td>
<td>Institutional Effectiveness, Planning and Research</td>
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<td>National Community College Benchmark Project</td>
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<td>New Faculty Institute</td>
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<td>NISOD</td>
<td>National Institute for Staff and Organizational Development</td>
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<td>OTD</td>
<td>Office of Training and Development</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>SOAR</td>
<td>Staff Outstanding Achievement Recognition</td>
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<td>Teaching and Learning Center</td>
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<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
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<tr>
<td>VPEA</td>
<td>Vice President of Educational Affairs</td>
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