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The College of Lake County (CLC) is a public, comprehensive community college serving northeastern Illinois. CLC first opened for classes on September 25, 1969, welcoming 2,360 students. In the years since, the college has grown to include two additional campus locations as well as several extension sites and has served more than 400,000 students. CLC’s institutional goals are to advance student learning, success, and completion; maximize educational opportunity and equity in student outcomes; promote excellence in the areas of diversity, global engagement, sustainability, and wellness as strengths within the college and Lake County community; and, enable a culture of innovation, excellence, and continuous improvement.

With 1,602 full- and part-time employees, CLC is one of the largest employers in Lake County. CLC’s 230 full-time and 813 adjunct faculty members provide instruction both on-campus and online. Sixty-one full-time administrators and approximately 559 other full- and part-time staff members ensure that the college is operating effectively in providing support and services for students and the community. CLC offers 69 associate degree programs and 130 credit-bearing certificates across its three campuses. CLC designs its academic offerings at each location to meet the needs of transfer, career, adult and vocational education, and continuing education students. In addition, CLC offers GED test preparation, adult literacy, and English as a second language programs as well as a variety of non-credit course options for personal enrichment and professional development.

CLC’s main campus is centrally located in Lake County in the Village of Grayslake. The Grayslake Campus is the college’s original campus, having opened in 1969, and is also the largest of the three campuses. The Grayslake Campus offers the most academic program offerings and student services. Students can complete all transfer majors at the Grayslake Campus as well as most A.A.S. degrees and career certificates. In addition to Grayslake, CLC has two additional regional campuses. The Lakeshore Campus opened in 1976 in the urban city of Waukegan in the northeastern portion of Lake County. The Southlake Campus opened in 2007 in the relatively affluent suburban community of Vernon Hills in the south central portion of the county. While smaller than the Grayslake Campus in space and offerings, students can complete an A.A. degree at each of these campuses as well as several specific career programs that these campuses primarily house.

The unduplicated student enrollment at CLC during fiscal year 2016 totaled 25,059. Approximately 80 percent of enrollments for fiscal year 2016 were in courses offered at the Grayslake campus while 8.7 percent of enrollments were in courses offered at Lakeshore and 8.5 percent of enrollments were in courses offered at Southlake; the remaining 3 percent of enrollments were at extension locations such as public high schools and community sites. The college customizes staffing and services at each of the regional campuses to satisfy the somewhat disparate educational needs that the two campuses serve. While both regional campuses offer transfer, vocational, GED, ESL, and adult basic education courses, the preponderance (57 percent) of Lakeshore campus enrollments in fiscal year 2016 were in Adult Basic Education, ESL, and GED. Meanwhile, three-fourths of enrollments at the Southlake Campus were in college degree and career certificate oriented courses and programs.

Two of CLC’s career programs, Health and Wellness Promotion and Massage Therapy, are located primarily at the Southlake Campus. Four career programs are principally located at Lakeshore Campus: Phlebotomy, Certified Nursing Assistant, Dental Hygiene, and Medical Assisting. In addition, the campus locations offer several non-credit options such as personal enrichment coursework and professional development options for individuals and businesses to enhance career skills through the college’s Workforce and Professional Development Institute. Lakeshore, in particular, hosts traffic safety and court-ordered family parenting classes for the 19th Judicial Court, while Southlake offers the Discovery and Quest programs for adults age 50 and older.
Governance and Oversight of Operations

Each campus manages its services, staffing, and budgeting using college-wide policies and processes with the intention of providing students the same standard of service regardless of location. Campus deans are responsible for ensuring that each site is fulfilling college-wide processes and services. To assure college-wide alignment of services as well as inclusive decision-making, the Provost convenes weekly meetings of the Provost’s Council, which includes all academic deans, student support service deans and the Southlake and Lakeshore Campus deans.

Reporting to the Provost, the campus deans are responsible for ensuring that each campus has the programs and personnel in place to support academic and non-credit programs housed at that campus. In doing so, each dean conducts an ongoing assessment of community educational and services needs in communities served. To ensure appropriate range of services and academic offerings, the deans interact with academic and student support administrators to plan and schedule courses and services as well as to meet learning facility needs. The campus deans maintain records and files of courses, personnel information, budget, etc., to facilitate accountability and foster planning, growth and ongoing improvement. The deans support the college’s decision-making system by participating in the college-wide governance structure through the Provost’s Council and serving on other governance bodies by their initiative or appointment by the Provost. Through these structures, campus deans contribute to dialogue about fulfilling the institutional mission and express the needs of their individual campuses to the broader college community.

Each regional campus also houses a program administrator who ensures delivery of student services and instruction and supports the campus deans at each location. Additionally, the campus administration holds weekly, monthly, and bi-annual meetings with department managers and deans of functional areas to ensure that the college is properly delivering services such as police protection, facility maintenance, bookstore, registration, financial aid, and library services at each campus. In this way, operational unit administrators keep appraised of the quality of service provided by their staff at each campus.

Each campus is engaged in the college’s shared governance structure. As indicated above, the deans of each campus sit on the Provost’s Council. This body is comprised of deans and department directors who report to the Provost and are responsible for administering educational and student support services. The Provost Council is a place for the regional campus deans to advise the Provost on student service and educational matters, particularly as they relate to their individual campus needs. Other staff and faculty members assigned to the regional campuses may participate in the governance structure through attending senate meetings representing their employee classification (i.e. Administrative Council, Faculty Senate, Classified Senate, and Specialist Senate) as well as by voting for senate and committee leadership. Representatives of the campuses also service on special councils and commission such as the college’s Diversity and Wellness Councils.

Students at each regional campus engage in the campus’ Student Alliance, which advocates for the particular needs of students on each campus. Additionally, student-formed clubs are available at each campus; for example, Southlake houses the Student Wellness Club. The Student Alliance groups and student-formed clubs communicate with the individual campus dean as well as with the college-wide Student Government Association (SGA) to ensure the college is meeting their unique needs. SGA holds regular meetings at both regional campuses.

Assuring and Improving Educational Quality

All CLC campuses offer a full range of learning services and opportunities for general education courses. This includes computer and science labs, library services, testing and tutoring centers, and state-of-the-art classrooms. Each campus also provides a full-range of academic choices allowing students to complete coursework leading toward many of CLC’s degree and certificate programs as well as courses that will transfer to
four-year institutions. At the same time, each campus offers CLC’s developmental math and language courses so that students needing foundational coursework have access to these courses at each location.

At the core of CLC’s continuous improvement process is routinized academic assessment. This includes specific institutional, program, and course-level outcomes that measure student learning. Institutional Assessment largely looks at student success indicators such as retention, graduation, transfer and job-placement in addition to assessing CLC Learning Outcomes (CLOs). CLC ensures the quality of educational offerings is consistent at each location by requiring the processes for delivering courses and the assessment protocols to be the same at all locations. For example, instructors must hold proper credentials regardless of the primary location at which they teach. CLC completed a comprehensive audit of faculty teaching credentials in 2016, which included a review of transcripts and professional development activities for all full-time, adjunct, and dual-credit instructors. While faculty are not required to attend a minimum number of professional developmental activities, the Human Resources, Institutional Research, and Educational Affairs units conducted a review of data for faculty conference attendance, enrollment in credit courses, and participation in learning activities to assess faculty participation in professional development activities. Through this project, CLC found that approximately 80 percent of the college’s full-time instructional staff participated in at least one professional development activity in Fiscal Year 2013-14.

CLC also requires each academic program to undergo periodic academic department review (ADR) as required by the Illinois Community College Board (ICCB) regardless of the location of the program. At least once every five years, each academic program undergoes an assessment of the quality of instruction and curricula in the program regardless of delivery location. This is a peer-review process and regional campus deans serve on the ADR committees to ensure consistency across sites. The college also ensures consistency in academic quality across location by requiring all courses to follow an established course reference file (CRF) that that serves as a “master syllabus” and provides a description of the course content and outlines the learning outcomes for each course. In addition, CLC uses supplemental data, such as Student Ratings of Instruction (course/instructor evaluations) and other indirect measures such as engagement surveys like the Community College Survey of Student Engagement (CCSSE), to monitor quality of instruction and services related to the location of educational delivery. Advisory committees for career programs also provide critical feedback to program chairs on emerging employment and market needs, which help to inform program offerings and educational content at each location. These advisory bodies identify changing requirements that are adapted for instruction in the programs of education offered at each campus to ensure students graduate with marketable skills. Department chairs and deans take the advice of these committees seriously and advisory committee feedback is a vital part of the ADR process.

A corollary assessment process is the Career Program Viability review. The college established this process in fall 2016 and the college will review findings from the initial rollout of the process in spring 2017. The Program Viability review assesses the extent to which career and technical programs meet current and future workforce development opportunities, graduate students on time, and have sufficient enrollment to demonstrate continued demand for program offerings. At the end of this process, the Provost may declare a program viable, put the program on continued monitoring, or retire programs found to be no longer viable. Upon analysis of the data, departments going through Viability or ADR must document improvement efforts in annual action and assessment plans to guide continuous improvement efforts.

To meet current and future learning needs, the college is in the process of implementing a $148 million Facility Sustainable Campus Master Plan, which includes infrastructural improvements at each of its regional campuses. At the Southlake Campus, a $2.1 million, 2,500-square-foot addition opened for fall 2016 classes. This addition includes a 1,300-square-foot chemistry laboratory, 450-square-foot instrument laboratory, 200-square-foot preparation room, and a 250-square-foot storage room. At the Lakeshore Campus, approximately $35 million in renovations are in the planning stages. These improvements would provide four new classrooms and renovated
and expanded space for student services such as registration, enrollment, advising and financial aid. The renovations would also improve facilities for CLC Police, library services, adult education, and childcare. Under this plan, the college also will upgrade existing Lakeshore buildings with new finishes and infrastructure. Additional space for student interaction, including the availability of dining services, is under consideration as well. The ultimate scope and scale of the Lakeshore renovation project are dependent on the availability of state funding.

Administrative services at each campus undergo a non-academic departmental review (NADR) process every five years to ensure effectiveness and satisfaction and to plan for continuing improvement. This process is the means by which the college assesses academic support services such as admissions, advising, and financial aid to ensure they meet current and anticipated student needs. This process requires each non-academic unit to engage in a self-study review of its alignment with the college’s strategic goals, organization and staffing, equipment, and budgetary needs. Through this process, the student support departments and campus administration identify opportunities for growth.

Student life and co-curricular programs support the formal educational experience at each campus. These programs also provide opportunities for student comradery and interaction beyond the classroom. A campus operations manager (Southlake) or coordinator (Lakeshore) at each campus brings opportunities for students to receive a well-rounded, enriched college experience through affinity groups as well as co-curricular and extracurricular activities. The college reviews and assesses these programs against their program specific objectives and alignment with the college learning outcomes similar to the academic programs and services.

Resource Allocation, Budget and Revenues

The college’s fiscal year 2017 operating budget is about $102.5 million. Approximately 29 percent of the college’s revenues come from student tuition and fees and about 63 percent come from local property taxes. State finances represent approximately 7 percent of the college’s operating budget. The remaining 1 percent comes from interest earnings and other sources. While the college is not as dependent on state funding as some of its peer institutions, the state’s financial situation is a source of concern for future planning efforts. The state of Illinois closed Fiscal Year 2016 (June 30, 2016) without having adopted an annual budget. As of this writing, the state is half-way through Fiscal Year 2017 without a state budget and without giving any clear indication that state government will adopt one in the near future. While the state budget impasse is regrettable, it is not debilitating for educational service delivery at either of CLC’s regional campuses. The college has sufficient reserves and a strong, and growing, local tax base to allow uninterrupted services to our students.

Following the budgeting process of the college, deans at each regional campus review student enrollment trends as well as student outcomes and satisfaction and identify financial allocations that are necessary to meet student needs. With this information, the campus deans, in consultation with the Provost, prepare specific budget requests for their campuses each year. The budget requests are forwarded to the Finance department, which compiles those requests and advises the Executive Staff (i.e. the President, Provost, Vice President for Administrative Affairs, Chief of Staff, Associate Vice President of Educational Affairs and Associate Vice President of Student Development) on its final budgetary recommendations. In this way, the college reviews budgetary requirements for each in context of the college’s overall strategic plan and budget. The campus budgets are part of the college’s total spending plan, which the Finance office presents to the President and the college’s Board of Trustees for approval each year.

The Southlake Campus dean is responsible for managing an operating budget of about $590,000, and the Lakeshore Campus dean manages about $815,000. These resources provide for dedicated campus administrative personnel, student activities, educational and operational furniture and equipment for the campus, and emergent necessities. The college incorporates salaries for faculty and student support services into the larger operating budget of the college and the college allocates these salaries through the appropriate academic, student support,
or administrative department (e.g. the financial aid departmental budget pays the salaries of financial aid staff rather than the regional campus budget). Financial accountability for each of the campus budgets occurs through the college’s central Finance department. The Finance department audits the college’s financial transactions on an annual basis.

Planning and Evaluation

The college’s Board of Trustees is responsible for adopting and periodically reviewing a statement of institutional philosophy, mission, and strategic goals. These statements clarify the basic educational beliefs and responsibilities of CLC. In 2010, the BOT adopted CLC’s current Strategic Plan, which includes its vision, mission, values, and goals and objectives. Since then, the college revised its Strategic Goals in 2015. CLC uses the Strategic Goals in its planning efforts to set institutional priorities and allocate resources. The college also emphasizes alignment with the Strategic Goals at a departmental level through the ADR and NADR processes as well as at an individual level through the annual staff performance review process for all staff from clerical staff to the President. The college also emphasizes the importance of goal alignment when making requests for facilities, personnel, and equipment.

CLC’s shared governance structure provides a collaborative, organization-wide process for developing plans for achieving the college’s strategic goals. Through the governance system, students, faculty, staff, administrators, and trustees participate in the strategic decision-making process. Department administrators and committees manage the operational details associated with meeting the institutional goals through their annual action plans and budgets.

Each campus is part of the college-wide planning process. The campus deans are responsible for assessing the educational and student support needs of the student population and neighboring community that they serve. As summarized above, the ADR and NADR processes serve as an important component of each campus’ planning and needs assessment efforts. In addition, deans regularly review data from student and staff surveys that are broken down by campus to provide more information about the needs of each campus.

Furthermore, each campus has its own dedicated advisory committee made up of community leaders from the region of the county served by the campus. These community leaders enhance the “town-gown” relationship by helping the campus deans clearly understand emerging needs for educational programming and initiatives in the region. Campus advisory boards meet about six times per year. They include state legislators or their constituency service liaisons, elected and appointed municipal officials, elected officials or senior administrators from K-12 school districts, representatives of chambers of commerce, and leaders from philanthropic and religious entities. They provide significant input on needs of the business community and educational ambitions of students still in the K-12 pipeline to the college. The college President attends these advisory committee meetings and is engaged in integrating their advice into overall college planning.

The construction projects referenced earlier are part of a large-scale Facilities Sustainable Campus Master Plan. This plan engaged all CLC community stakeholders in a planning steering committee including students, community members, instructors, administrators, and the regional campus deans. This committee took into consideration current and anticipated needs for space, technology, and student services.

Staffing

In Fiscal Year 2016, the college assigned 24 full-time instructors and 142 adjunct instructors to teach courses at the Southlake Campus. The Lakeshore Campus had 18 full-time and 96 adjunct instructors teaching courses there. Each campus has its own complement of administrative personnel, including the dean and a full-
time director for student support services. In total, the Lakeshore Campus has 11 administrative and support personnel and the Southlake Campus has 12.

Staffing for student support services such as advising and counseling and financial aid is a hybrid of campus-dedicated support personnel with flexible allocation to meet changing demand. Departmental administrators are responsible for allocating and overseeing student support services at each of the regional campuses (e.g. the director of Financial Aid allocates and oversees financial aid staff at each location). Each campus has dedicated police presence, reference librarians, custodial staff, and at least one dedicated counselor and one part-time academic advisor. Beyond the dedicated staff, each location experiences its own peaks (e.g. high-traffic registration periods) that require additional staff allocations to meet student needs. In these situations, the campus deans work with the administrators of operational departments to meet those needs. For example, the dean of Counseling, Advising, and Transfer analyzes enrollment trends and determines with the campus dean the allocation and schedule of additional student support staffing. In a similar way, the Financial Aid director analyzes applications for financial aid coming from each campus to decide when to how to allocate financial aid advisors to each site. Similar to counselors and advisors, there is a permanent part-time financial aid presence at each regional campus with adjustments made for changing needs.

Academic division deans, in consultation with the regional campus deans, are responsible for the assignment of faculty and instructional staff at each location. Through analysis of enrollment patterns and projections, the academic deans schedule course offerings and assign personnel to meet the local needs for each campus. At the same time, selected programs are exclusively located at one of the individual regional campuses and program-specific faculty members are dedicated to that regional campus as a result. CLC’s Massage Therapy and Health and Wellness Promotion courses are located entirely at the Southlake Campus, while Dental Hygiene, Medical Assisting, and Phlebotomy are exclusively located at the Lakeshore Campus. Lakeshore also houses dedicated laboratory space for the Certified Nursing Assistant program. As such, faculty members for these programs are site specific.

CLC has a centralized Human Resources department supporting personnel needs for the college as a whole, which includes hiring and retention efforts for each campus. In this way, the allocation of human resources for each campus takes place in the context of the college-wide processes and staffing plans. CLC conducted a thorough audit of internal staffing levels during the budget process for fiscal year 2017 in order to identify areas where the college may need additional personnel resources in order to meet student needs. HR considers the staffing needs at regional campuses in the same way as those for the Grayslake Campus.

Through the college-wide coordinated staffing decision making process, department directors and deans coordinate with their divisional vice president or the Provost to justify current staffing levels and identify the number and type of staff they anticipate needing in the future. This process typically relies on quantifiable methods for analyzing staffing needs. For example, academic deans make hiring recommendations to the Provost through an annual planning process whereby they use “faculty justification worksheets” to quantify the number of sections taught and anticipated demand for particular courses. The college uses information reported through these processes as evidence to support budget requests for the upcoming year(s) and as justification for requesting new or filling vacant positions.

At each of the regional campuses, deans follow the same procedures to make staffing adjustments. They monitor utilization trends and work with the Provost’s office to approve hiring of campus administrative and support personnel. In consultation with operational and academic department administrators, the campus deans identify needs for instruction and instructional support, facility maintenance, police protection, and the like. Deans and department heads decide on allocation of personnel for those functions at weekly, monthly, and annual meetings. The operational department heads then assign personnel, or hire new staff, for the regional campuses as needed.
Services

The college offers a full range of student services to support learning at each of the campuses. Admission and registration, tutoring, advising, career planning and placement services, basic skills testing, financial aid, a library, payment services, career and personal counseling and student judicial services are all made available. Each campus has a dedicated police presence, bookstore, and access to childcare. Campus coordinators also ensure that information technology and facilities are readily available and maintained for student and faculty use at each campus.

Lakeshore Campus houses a Student Services Center (SSC) that serves as a centralized location where students come to register for classes, make bill payments, and receive information about admissions. In addition, SCC works with Student Development in the areas of Counseling and Financial Aid. The SSC also works with SCORE, an organization that assists the community with small business advisement. In addition, library services and a nationally accredited Children’s Learning Center are available.

Southlake also offers a full menu of student support services through the Campus and Student Support Center. Registration, advisement, financial aid, tutoring, testing, and academic, career, and personal counseling are all available. Southlake also offers a bookstore, cashier services, library, computer lab, student lounge with vending services, and study areas with wireless internet accessibility.

Additional information about each campus is accessible on the individual campus webpages on the CLC website.

Grayslake: [http://www.clcillinois.edu/aboutclc/locations/grayslake](http://www.clcillinois.edu/aboutclc/locations/grayslake)
Southlake: [http://www.clcillinois.edu/aboutclc/locations/southlake](http://www.clcillinois.edu/aboutclc/locations/southlake)
Lakeshore: [http://www.clcillinois.edu/aboutclc/locations/lakeshore](http://www.clcillinois.edu/aboutclc/locations/lakeshore)
Address: 33 N. Genesee St., Waukegan, IL 60085

Website: [http://www.clcillinois.edu/aboutclc/locations/lakeshore](http://www.clcillinois.edu/aboutclc/locations/lakeshore)

Date of Inception: August 1, 1976

Description: The Lakeshore Campus in downtown Waukegan offers residents of northeast Lake County convenient access to College of Lake County programs. Set in the urban environment of downtown Waukegan, the Lakeshore Campus consists of a complex of three buildings on Genesee Street.

Programs Offered: The Lakeshore Campus provides a full range of academic choices allowing students to complete coursework leading toward all of CLC’s degree options and several certificate programs. The campus offers all the courses required to earn an Associate in Arts degree. The following healthcare programs are based primarily at the Lakeshore Campus:

<table>
<thead>
<tr>
<th>Program</th>
<th>FY14 Enrollment</th>
<th>FY15 Enrollment</th>
<th>FY16 Enrollment</th>
<th>Projected FY17 Enrollment</th>
<th>Projected FY18 Enrollment</th>
<th>Projected FY19 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>30</td>
<td>36</td>
<td>44</td>
<td>50</td>
<td>59</td>
<td>69</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>52</td>
<td>55</td>
<td>48</td>
<td>49</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>25</td>
<td>25</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>

In addition, Lakeshore offers GED and English as a Second Language courses as well as non-credit continuing education for personal enrichment.

Number of Faculty (FY16): 18 Full-Time; 96 Part-Time

Number of Administrators: 2

Student Services:
- Bookstore
- Childcare
- CLC Police
- Counseling
- Financial Aid
- Library
- Registrar and Records
- Testing Center
Address: 1120 S. Milwaukee Ave., Vernon Hills, IL 60061

Website: http://www.clcillinois.edu/aboutclc/locations/southlake

Date of Inception: November 27, 2007

Description: The Southlake Campus in Vernon Hills primarily serves communities in southwest and southeast Lake County, offering a variety of credit and non-credit instructional programs along with various student services to support learning. Southlake boasts a stunning three-story glass enclosed Atrium, computer and science labs, library, tutoring and testing centers, and state-of-the-art classrooms. Additionally, Southlake houses the college’s Center for Health and Wellness Promotion and several student clinics.

Programs Offered: Southlake provides a full range of academic choices allowing students to complete coursework leading toward many of CLC’s degree options and certificate programs, as well as courses that will transfer to a four-year institution. The following healthcare programs are based primarily at the Southlake Campus:

<table>
<thead>
<tr>
<th>Program</th>
<th>FY14 Enrollment</th>
<th>FY15 Enrollment</th>
<th>FY16 Enrollment</th>
<th>Projected FY17 Enrollment</th>
<th>Projected FY18 Enrollment</th>
<th>Projected FY19 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Wellness Promotion</td>
<td>157</td>
<td>127</td>
<td>121</td>
<td>106</td>
<td>93</td>
<td>84</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>48</td>
<td>40</td>
<td>23</td>
<td>18</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

In addition, Southlake offers several non-credit options including English as a Second Language courses or professional development programs for personal and career skill building. Other options include the Discovery and Quest programs for adults age 50 and older, and contract training for employers provided through the college’s Workforce and Professional Development Institute.

Number of Faculty (FY16): 24 Full-Time; 142 Part-Time

Number of Administrators: 2

Student Services:

- Bookstore
- CLC Police
- Computer Lab
- Counseling
- Financial Aid
- Library
- Registrar and Records
- Testing Center
- Tutoring