Comprehensive Quality Review Report

Submission Instructions

Draft report: Send the draft report, Federal Compliance worksheets and other applicable documents to the institution’s HLC staff liaison. In the subject line, include the phrase “Draft Team Report,” the institution’s name and the liaison’s surname (e.g., “Draft Team Report—Narnia University—Stenson”).

Final report: Send the final report, Federal Compliance worksheets and, if applicable, multi-campus evaluation form as a single PDF file to finalreport@hlcommission.org. In the subject, include the phrase “Final Team Report,” the institution’s name and HLC staff liaison’s surname (e.g., “Final Team Report—Narnia University—Stenson”).

Institution: College of Lake County City, State: Grayslake, IL
Date of On-Site Visit: 03/06–07/2017

Evaluation Team

List names, titles and affiliations of each peer reviewer and indicate the team chair.

Mr. Timothy Allwein, Associate Professor of Business, Indiana Institute of Technology
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Mrs. Barbara Jascor, Dean, Service and Health Division, Mid-State Technical College
Dr. Deborah Loper, AVP Institutional Effectiveness, Colorado Mountain College (Chair)
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Dr. Phil Speary, Jr. Dean of Academic/Support & Effectiveness, Butler County Community College
Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)

A CQR is required as part of the Year 8 comprehensive evaluation of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC’s Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)

- Provide assurance that the institution is meeting the Federal Compliance Requirements (Year 8 only).

- Facilitate the institution’s continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advance organizational maturity in relation to the AQIP Pathway Categories.

- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.

- Validate process level development and deployment as described in the Systems Portfolio.

- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.

- Review CQI priorities and progress, including how Action Projects are integrated into the institution’s overall performance improvement strategy.

- Review distance and/or correspondence education delivery, if applicable (Year 8 only).

- Evaluate distributed education (multiple campuses), if applicable (Year 8 only).

- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

B. Purpose of Visit and Institutional Context

The team conducted a comprehensive evaluation visit of the institution that included two multi-campus reviews. The College of Lake County (CLC) is a comprehensive community college serving citizens of northeastern Illinois. The college mission is to “deliver high quality, accessible learning opportunities to advance student success and strengthen the diverse community” it serves. CLC lives its mission through four strategic, actionable goals that are reviewed annually: Advance student learning, success, and completion; maximize educational opportunities and equity in student outcomes; promote excellence in the areas of diversity; global engagement, sustainability, and wellness; and enable a culture of innovation excellence and continuous improvement. CLC supports students on three campuses (Grayslake, Southlake and Lakeshore) with 1,602 full- and part-time employees. The college offers 69 Associate degrees and 130 certificates. Since the last comprehensive visit the college made strides in its planning processes across the college and created opportunities for all internal stakeholders to participate in shared governance. The Student Success Plan is an example of how the college embodies the strategic goals. Process maps are used throughout the planning process to visualize the work and the decision making procedures.
C. Unique Aspects or Additions to the Visit

None.

D. Additional Locations or Branch Campuses Visited (if applicable)

Lakeshore Campus 33 N. Genesee Street, Waukegan, IL
Southlake Campus 1120 South Milwaukee Avenue, Vernon Hills, IL

E. Distance Delivery Reviewed

The site visit team used the Council of Regional Accrediting Commissions’ (C-RAC) Guidelines to evaluate CLC’s distance education programming and ensure that the program meets HLC’s online delivery standards. During the site visit, two members of the team interviewed representative faculty members, deans, and academic technical support staff involved in distance learning instruction at CLC.

C-RAC 1: On-line learning is appropriate to the institution’s mission and purposes.

CLC’s on-line learning connection with the college’s mission, vision, and strategic goals and objectives is as follows: **Goal 4 and objective of the Strategic Plan** is: The college will promote employee engagement to create and sustain a culture of high performance, intellectual growth, collaboration and innovation that supports continuous improvement of academic programs and college processes.

**SOURCES:** 2016 – 2017 College Catalog, page 5; 2015 Systems Portfolio, page i; and retrieve at clcillinois.edu: College Mission and Values Statement and Strategic Plan

The administration and delivery of classroom or distance learning instruction is delivered at the department level and overseen by an area dean. CLC offers courses online, but no programs are offered exclusively online. CLC’s online course delivery format can either be as an **online session** (where all face-to-face instructional hours are replaced with online instructional hours) or **blended session** (where a percentage of face-to-face instructional hours are replaced with online instructional hours.) An example of a replacement would be two face-to-face instructional hours replaced with two online instructional hours for a 4-credit hour course and/or one face-to-face instructional hour replaced with one online instructional hour for a 3-credit hour course). **SOURCES:** 2015 Systems Portfolio, page i; and retrieve at clcillinois.edu: CLC Online and Distance Learning.

CLC uses its online webpage, clconline.clcillinois.edu to recruit and admit a student into programs supporting the on-line learning courses and programs. It also uses other resources such as the College Catalog to recruit and admit students. To help each student decide whether s/he fits the profile of a distance learning student, CLC offers the following resources to help a student decide whether to enroll in an online course.

- Enroll in a free Massive Open Online Course (MOOC) called Are You Ready for Online Learning?
- Take the CLC Online Readiness Assessment
- Take the Oasis Online Course Readiness Assessment
- Review the Online Course Frequently Asked Questions (FAQ) **SOURCE:** Retrieve at clcillinois.edu: Headcount Report - 2016.

In fall 2016, CLC enrolled 2,943 students, an increase of 11% from fall 2015, in 230 fully online courses and 140 blended courses. **SOURCES:** Site Visit meeting; 2016-17 CLC College Catalog, page 46; and retrieve at clcillinois.edu: Headcount Report - 2016.
C-RAC 2: CLC plans to develop, sustain, and expand on-line learning offerings that are integrated into its regular planning and evaluation processes.

CLC began offering distance learning courses in 1998. CLC may provide courses and programs by distance education under approval from the Higher Learning Commission. The college works with state agencies across the country to ensure authorization to enroll non-Illinois residents in online courses and ensure that CLC students have access to field study, internship, and clinical experiences outside the state. The college average student headcount is about 3,500 students per semester. SOURCES: Site Visit meeting and 2015 Systems Portfolio, page i

CLC develops, sustains, and expands on-line learning offerings through academic departmental involvement and participation in the college’s shared governance structure, annual planning and budget, and Academic Departmental Reviews (ADR). SOURCES: Site Visit meeting; 2016-17 CLC Multi-Campus Visit Report, page 9; 2016 – 17 AQIP Quality Highlights Report, page 13; and 2015 Systems Portfolio, page 3

C-RAC 3: On-line learning is incorporated into the institution’s systems of governance and academic oversight.

CLC’s updated governance system allows for greater participation at all levels of the college, including faculty teaching online courses. By having a single body that reviews and considers all projects, the college believes that it is in a better position to ensure all relevant issues related to personnel, facilities, technology, finances, and student success are considered prior to the initiation of a project. SOURCE: 2016 – 17 AQIP Quality Highlights Report, page 13

C-RAC 4: Curricula for CLC’s on-line learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

All CLC courses offered follow the same quality of instruction and curricula regardless of mode (on campus, online, or hybrid) or delivery location (internal or external). The college ensures this by mandating that faculty meet the same standards required to teach a face-to-face course and requiring every course to follow the established Course Reference File. SOURCE: 2016 – 17 AQIP Quality Highlights Report, page 13.

C-RAC 5: CLC evaluates the effectiveness of its on-line learning offerings, including the extent to which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

The current assessment process, which began in 2015, invites faculty members from across the college to use the CLC Learning Outcome (CLO) rubrics to assess existing assignments from their courses, including online courses. The Assessment of Student Learning Committee (ASLC) collects information from each course through an online survey system that allows for efficient aggregation and analysis of results. After an analysis of the results, ASLC develops an action plan for improvement. While each department is encouraged to participate in the current institution - level process, the ASLC is developing a more integrated plan to promote departmental cooperation to ensure that “students in all degree programs are assessed on their achievement of the CLOs.” SOURCE: 2016 Systems Appraisal, page 16.

While CLC has a system for collecting assessment data as well as a comprehensive home-grown application for supporting department- level assessment plans, department action plans for improvement, and the five- year Academic Department Review (ADR) reports, the college is reviewing commercially-available software systems to help with the systematic collection of assessment data. While the internally developed online tools for assessment planning are very useful in documenting and sharing
assessment work, an externally supported system may allow for more robust and sustainable data analysis and reporting in the future. SOURCE: 2016-17 Quality Highlights, page 2.

CLC uses course outcome data such as grades, success and passing rates, and learning outcomes as a primary means for determining whether there are differences in the quality of instruction across different modes of instruction. The college requires faculty and academic leaders to review student success data by delivery mode, i.e., on campus, online, or hybrid, as part of the ADR process. Upon analysis of the data, departments document improvement efforts associated with these modes of delivery in their action and assessment plans. SOURCE: 2016-17 Quality Highlights, page 13

C-RAC 6: Faculty responsible for delivering the on-line learning curricula and evaluating the students’ success in achieving the on-line learning goals are appropriately qualified and effectively supported.

All courses offered by CLC follow the same quality of instruction and curricula regardless of mode (on campus, online, or hybrid) or delivery location (internal or external). The college ensures this by requiring all faculty to meet the same standards required to teach a course and by requiring all courses to follow the established CRF. CLC completed a comprehensive audit of faculty teaching credentials in 2016 that included a review of transcripts and professional development activities for all full-time, adjunct, and dual credit instructors. The Educational Affairs Office holds each instructor to the same standards for their respective disciplines and applies the same sanctions for instructors not possessing the minimum required teaching qualifications. CLC reviews the Course Reference File (CRF) for each course whenever a department makes a change to the curriculum based on changing requirements for accreditation, feedback from advisory committees, or updates to remain current in a discipline. SOURCE: 2016-17 Quality Highlights, page 13

Prior to teaching an online course, CLC requires that each new faculty member must take the following professional development courses from the college’s Teaching, Learning, and Educational Technology Center (TLETC) courses: Online Pedagogy Framework; Blackboard for Online Instructing; and Online Learning: An Overview. SOURCE: CLC Required Faculty Development for Online Instructors (Handout) and retrieve at clcillinois.edu: TLETC.

C-RAC 7: CLC provides effective student and academic services to support students enrolled in online learning offerings.

See CLC’s webpage at http://www.clcillinois.edu/programs-and-classes/degrees-and-certificates/online where the college provides access to online students for the following menu of services: Admissions; Become a Student; Bookstore; Library; Office for Students with Disabilities; Paying for College; and Testing Center. A special resource that CLC makes available to its online students is an embedded librarian. The embedded librarian works with the instructor and students in an assigned class to develop highly focused, targeted, specialized information results for use in class lectures and assignments. CLC has found the embedded librarian concept to be a successful instructional practice and could be cited as a best practice. SOURCE: Retrieve at clcillinois.edu: Academic Department Review.

C-RAC 8: CLC provides sufficient resources to support and expand its on-line learning offerings.

Each academic department annually conducts a review to determine the appropriate resource support needed. This annual review is part of the college’s annual planning and budget process that is implemented to ensure that each department has sufficient resources to support and expand its on-line offerings and to propose improvements and innovations. An example is the Psychology Department whose review of its Psychology 101 course performance data led it to propose a goal to improve the online instruction of Psychology 101. SOURCE: Site visit meeting; 2016 – 17 AQIP Quality Highlights Report, page 13; and retrieve at clcillinois.edu: CLC Distance Learning.
C-RAC 9: CLC assures the integrity of its on-line learning offerings.
CLC’s Student Rights and Responsibilities Policy 403 in CLC’s Policy Manual addresses academic integrity. However, no language could be found that explicitly references on-line learning. SOURCE: Student Handbook; Retrieve at clcillinois.edu: Policy Manual and CLC 2016-17 College Catalog, page 26

CLC has procedures to ensure that a student who registers for a distance education course or program is the same student who participates in and completes the course and receives the academic credit. SOURCE: Retrieve at clcillinois.edu: How do I register for an Online Course.

CLC’s Blackboard™ student log-in protocol is a one-password single sign on. It uses Respondus as a LockDown Browser to lock down the testing environment within a learning management system and prevent cheating. SOURCE: Retrieve at clcillinois.edu: CLC Distance Learning.

F. Notification Related to Third-Party Comments

College of Lake County solicited public comments through announcements in the following publications and websites: Student e-newsletter, CLC website, Social media (Facebook and Twitter, Foundation board meeting announcement, The Chronical (student newspaper), email to alumni and foundation donors, announcements in the Daily Herald and News Sun (local newspapers), and press releases to local news media outlets. Eleven comments were received describing the benefits the college provides students and the surrounding community.

II. Compliance with Federal Requirements

Federal Compliance and Credit Hours Worksheets are attached at the end of this report.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, or Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Subcomponents into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2–3 sentences in length and include the context, the evidence and the finding of team. Some evidence statements may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.
Concerns, as defined in relationship to the Criteria, are accreditation issues that require HLC to intervene and monitor the institution to ensure that issues have been resolved. HLC assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns. When a team determines that a Core Component is “Met,” improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires HLC monitoring at the level of an interim report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.”

Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, or Not Met

Criterion Is Met. If all of the Core Components are met, the Criterion is met.

Criterion Is Met with Concerns. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the HLC staff liaison to determine whether the team should recommend that the institution be placed on Notice.

A note on recommendations for monitoring: Institutions on the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions on the AQIP Pathway have frequent interactions with HLC as a part of the pathway cycle. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to interim reports and focused visits.

Criterion Is Not Met. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team’s recommendation is made in Part VI of the team report.

Criterion 1. Mission
The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1.A: The institution’s mission is broadly understood within the institution and guides its operations.
Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

In a six month process involving approximately 60 participants that included faculty, staff, students, and external participants that were primarily advisory and board members, the College of Lake County (CLC) mission was developed and ultimately approved by its board of trustees in 2010. Its mission focuses on student success stating, The College of Lake County is a comprehensive community college that delivers high quality, accessible learning opportunities to advance student success and strengthen the diverse communities we serve. The institution has a vision …to be an innovative educational institution offering exceptional learning experiences and to be widely recognized for student success, business and community partnerships and for the achievements of faculty, staff and alumni. The most recent revision of its strategic plan occurred in 2015 resulting in improved alignment with its mission and the updating of its strategic goals (Comprehensive Annual Financial Report). These goals include: 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.

Ongoing assessment of the college’s learning outcomes (CLOs) across the institution demonstrate its commitment to student learning as a mission-critical strategic activity. Institutional mission is primarily implemented through budgeting to the strategic goals that are aligned with the CLC mission (Annual Budget 2017). Managers must justify budget requests in terms of achieving strategic goals. Faculty and staff, including those at its Lakeshore and Southlake campuses, demonstrated their awareness of the CLC mission and aligned goals.

The Board of Trustees ensures decisions are made that align with mission and strategic planning goals. Based on minutes from the February 7, 2017 board meeting, topics discussed included the strategic plan as linked to the budget process, budget status and Three-Year Financial Plan, and internal audits. Annual Budget 2017 illustrates alignment of the budget with the strategic goals in support of the college’s mission.

Core Component 1.B: The mission is articulated publicly.
Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

The college’s mission is publically communicated in the college catalog and on the CLC web site. In addition to communicating its mission on its web site, CLC includes a vision statement along with its six institutional values that are learning, integrity, quality, service, accountability, and diversity. The focus of its educational mission is on student success and serving not only students, but the businesses, community partners, faculty, staff, and alumni in its Lake County service area. CLC also communicates its strategic plan on the college web site.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

CLC’s mission acknowledges that the college serves diverse communities and has a specific institutional value of diversity and a specific strategic goal to promote diversity in the college and its service area.
(Governance Process: Diversity Council). This diversity theme was evident in its current campaign communicating that CLC welcomes all people to its campuses. The college received the Charles Kennedy Equity Award from the Association of Community College Trustees in 2016 for its work with student success and diversity amount students, faculty and staff. Other evidence of the significant role that diversity plays in achieving its mission include the college’s Diversity Commission and its Welcome and One Stop Center.

The Diversity Commission directs and promotes all aspects of diversity on campus and in the community. This active commission has broad representation from each campus that includes administrators, staff, faculty, students, and external stakeholders. It meets monthly and formally recommends action plans to the college president, the Governance Coordinating Council (GCC), and executive staff. The college’s Welcome and One Stop Center houses offices or services regularly accessed by students and located in close proximity to each other. The offices and services that are in or near the Welcome and One Stop Center are the cashier, financial aid, admissions, student records, career center, student with disabilities, student resource center (veterans, LGBTQ+, Women’s Center, Men of Vision, Sister to Sister), international student office, retail store, and the testing center.

Core Component 1D: The institution’s mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination:

☐ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

CLC’s mission, vision, and values statements specifically refer to the college’s educational role and serving the community. Two of its strategic goals specifically address external partnerships and strengthening its community or service area (Annual Accountability Report 2016-17). It offers continuing education and a regular schedule of performing arts events for the local community. CLC clearly understands the role that its adjunct faculty members play in connecting the college to the community that it serves. In this regard, their role was described as “vital” to the college.

Although the college’s prioritization of its educational mission relies on the fulfillment of roles by the Board of Trustees, the GCC, and the Provost’s Council, CLC nevertheless, has specific mechanisms in place to ensure that it prioritizes its educational function. These mechanisms include dedicated funds (student success fees and instructional equipment fees that cannot be used for other purposes) and a systematic pursuit of action projects related to its educational mission (Annual Budget 2017). AQIP action project teams report to the President’s Cabinet.
Team Determination on Criterion 1:

- [x] Criterion is met
- [ ] Criterion is met with concerns
- [ ] Criterion is not met

Summary Statement on Criterion

The CQR visiting team verified that the College of Lake County meets Criterion One Mission as described in the above statements. Strengths that were observed include employees' clear understanding of strategic goals and their alignment to institutional mission, along with a commitment to diversity. In addition, the team observed a high degree of transparency on the part of the college. For example, the committee structure was rebuilt so that all internal stakeholders have an opportunity to participate in planning processes. CLC lives its mission to achieve student success and to strengthen its community.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2.A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination:

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

Evidence:

The College makes available an Institutional Policy Manual and more than 25 process manuals including Administrative and Professional Hiring, Classified and Specialist Hiring, Governance: Diversity Council, Governance Coordinating Council, Employee Evaluations, and Ensuring Integrity Employee Compliance for employees.

To facilitate the Governance System at CLC, the Classified, Specialist, and Faculty Senates, Administrators Council, and the Student Government Association (SGA) were formed. Guided by a constitution, each governing body has representatives who serve on the Governance Coordinating Council, a body charged with facilitating communication between and among the groups. There are also Commissions which are advisory to a designated administrative office.
An annual mandatory employee training program began in 2016 to communicate key legal and ethical compliance and measure employee knowledge of related policies and procedures. Compliance training is also part of the new hire orientation program. Sanctions are in place for any employee who fails to complete the required training by the end of the fiscal year. Starting in January 2017, state law requires newly elected or appointed members of the Board of Trustees to complete leadership training (per Public Act 99-0692), which will include modules related to legal and ethical compliance.

CLC’s annual budget outlines how financial planning aligns with CLC’s strategic priorities. A Financial Procedures Manual documents financial procedures to ensure compliance, safeguarding of assets, conformity to accounting principles, and that finances are managed responsibly. The Finance Department has a standardized procedure, state laws, and regulatory rules for ensuring accountability in reimbursement and payment for goods and services. Additionally, the Finance Department conducts audits on interdepartmental processes regarding resource allocation and use, mission alignment, as well as audits of Board of Trustee bills and meeting minutes.

CLC established several policies and procedures for ensuring that faculty, staff, students, and the Board of Trustees operate with fiscal, academic, and personal integrity. Policies govern fraudulent behavior (policy 103), financial audits (policy 117), ethics (policy 130), student rights and responsibilities, misconduct and academic dishonesty (policy 403), responsible use of technology (policy 909), intellectual property rights (policy 964), information security (policy 965), freedom of information (policy 919), conflict of interest (920), equal employment opportunity and affirmative action (policy 929), ethics policy/ordinance (policy 956) and Title IX (policy 934). Policy 966 – Whistleblower governs the reporting and investigation of suspected violations of law, external regulations, CLC financial policies, or misuse of college resources. CLC also has an Institutional Review Board (IRB) and a Governance Handbook.

The CLC’s Student Success Plan FY 2017-2019 serves as a guide for administrators, faculty, and staff in pursuing strategic goals and objectives related to student learning and success. The Student Success Plan is a blueprint for the College to effectively integrate and operationalize departments and areas which impact student success directly and indirectly. The plan is updated every three years and includes Key Performance Indicators which are tracked and measured. The Student Success Plan is used for decision-making that impacts student success.

**Core Component 2.B:** The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

**Team Determination:**

- ☑ Core Component is met
- □ Core Component is met with concerns
- □ Core Component is not met
Evidence:

CLC provides information pertaining to services, resources, programs, program requirements, costs to students, accreditation relationships, and financial aid guidelines to students through mailings, email notification, social media, the College Catalog, printed materials, handbooks and on CLC’s Web site. Academic and program calendars are available on the CLC website and on the student portal (MyCLC). An employee directory is available on the website under the “About CLC” tab, allowing the user to seek the employee by using name or department. The website also includes the Strategic Plan, Annual Accountability Report and a comprehensive listing of Consumer Information, including articulation agreements, accreditation, approval and licensure of institution and programs, the non-discrimination policy, transfer of credit policy, withdrawal and refund policy, and student outcome reports. The purpose of the Annual Accountability Report is to communicate how well CLC has advanced its mission of delivering high-quality accessible learning opportunities to advance student success. The report also demonstrates CLC’s commitment to transparency to the CLC stakeholders.

Weekly newsletters sent to students, in-class announcements by faculty and new student orientation were cited, by students, as valuable communication resources. Program postcards, a Guide to Getting Involved at CLC, a Guide to Lancer Athletics, and a brochure for Career and Job Placement Center are examples of publications made available to students and the public. The Police Department’s Annual Report is also available on the website or as hardcopy through various departments. Campus resource areas for students are easily assessable and include the One Stop Center, the Library, Multicultural Student Center, LGBTQ+, Women’s Center, Veteran Student Services, and Career and Job Placement Center. Electronic bulletin boards, promotional banners, and other signage around campus promote information to students.

Core Component 2.C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination:
Core Component is met

Evidence:

To ensure local accountability, Board of Trustee members are elected from among the citizens of Community College District 532. A CLC student, appointed each spring for a one-year term, also serves on the board in an advisory capacity. CLC’s Policy Manual includes 30 specific Board of Trustees policies, outlining duties and responsibilities of the governing board and an organizational chart showing the different levels of leadership and administration.

As mentioned in 2.A. above, the Policy Manual delineates the responsibilities of the governing board, and its expectations for conflicts of interest and ethical integrity. As a public serving institution, Board members are obligated to work on behalf of the public they serve to make decisions in the best interest of CLC. Meetings are open to the public. During interviews with Board of Trustee members, it was confirmed that Board meetings rotate among the three campus locations. Board members are informed of college operations and events through a weekly email update from the President, reports at monthly meetings and text or telephone calls from the President for urgent notifications. The Board is also informed of college operations through reports from various college committees at Board meetings. Minutes from Board of Trustees meetings are available on the college website and confirm updates to the Board, as well as the Board’s decision making autonomy.

The Board of Trustees approves the college budget and the Strategic Plan. The Board hires and evaluates the President who in turn is responsible for the implementation of board policies and the day-to-day operations of the college. A list of the Board of Trustee members, including their contact information and bio, is available on the college website http://www.clcillinois.edu/aboutclc/board-of-trustees. Board meeting dates, agendas, minutes are also made available on the website. Board of Trustee related links, news, budget and finance information are also on the website and minutes are archived on the site.

The Annual Budget 2017 is the foundation for the college’s financial planning and control. The Annual Budget includes significant input from the entire college community and originates from the 2017-2019 Financial Plan and strategic plan priorities established by the Board of Trustees.

Core Component 2.D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination:

Core Component is met
Core Component 2.E:  The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Subcomponent 1.  The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2.  Students are offered guidance in the ethical use of information resources.

Subcomponent 3.  The institution has and enforces policies on academic honesty and integrity.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Through the CLC Library, students have access to an embedded librarian. Faculty members may request a librarian in their classroom to discuss research practices.

The Guide to Student Rights and Responsibilities is used as a resource for student rights. Policies and practices regarding academic integrity and other behaviors are publically available for faculty and students. This guide includes processes for dealing with student behaviors that violate College policy. The Associate Vice President for Student Development is responsible for adjudicating issues. Referrals for disciplinary action may come from faculty and deans.

CLC established an Internal Review Board (IRB) to ensure the institution’s compliance with
All research accessing CLC data or conducted on CLC campuses is submitted to the Institutional Review Board for review of ethical practices. In addition, research conducted on sabbatical leave is subjected to a cross-disciplinary committee screening of academic integrity.

**Team Determination on Criterion 2:**

- ☑️ Criterion is met
- ☐️ Criterion is met with concerns
- ☐️ Criterion is not met

**Summary Statement on Criterion:**

The Comprehensive Quality Review site visit team verified that CLC meets Criterion Two for Accreditation without concern based on the proof of evidence outlined above. It was confirmed during the CQR and through review of institutional documents including the Quality Highlights Report 2016-2017, the Federal Compliance Filing, Systems Appraisal Institutional Response Report, and the Institutional Update 2016 among others. CLC has demonstrated that it is committed to acting with integrity and its conduct is ethical and responsible through its policies and procedures. CLC’s Criterion Two strengths are its comprehensive catalog of policy and procedure manuals, employee training programs, the knowledge and communication of strategic goals by employee groups, new student orientation and campus resource centers which provide a culture of transparency, inclusion and open communication. Policies are clearly disclosed to employees and students through multiple modes of communication, although students noted the Student Rights and Responsibilities Procedure Manual should continue to be made available in print. Visits to the regional campuses verified that each campus demonstrates its understanding and practice of the College’s values of integrity by conducting its daily One Campus Student Experience operations through processes involving the board, administration, faculty, students and external stakeholders.

**Criterion 3. Teaching and Learning: Quality, Resources, and Support**
The institution provides high quality education, wherever and however its offerings are delivered.

**Core Component 3.A:** The institution’s degree programs are appropriate to higher education.

**Subcomponent 1.** Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

**Subcomponent 2.** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

**Subcomponent 3.** The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).
Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

The visit team confirmed that the College of Lake County degree programs are appropriate to higher education. This is further confirmed by a September 2015 Recognition by the Illinois Community College Board (ICCB). A review of college processes confirms decisions to develop or modify curricula are influenced by labor market outlook, alignment with partner baccalaureate institutions, and/or demand at the state or local level. Input from program advisory committees, graduate and employer survey results and faculty participation in professional conferences and research each serve as methods to inform faculty and staff of necessary curriculum updates. At CLC, the use of “special topics” course offerings serve as one avenue to assess student interest, project enrollment and resources needed prior to the development of a full course or program. The Academic Department Review (ADR), Program Viability Process and the annual Career Metrics report further inform curriculum decisions at CLC. Examples of program metrics monitored include: headcount, enrollment growth, number of students, number of graduates, and number of graduates employed in the field.

The CLC website includes a transfer guide, accessible for all website visitors and CLC students to review. Updated annually, this document includes transfer information for students seeking seamless transition to a university. Additionally, CLC does have designated staff able to assist students seeking to transfer. For those students who wish to complete a bachelor or graduate degree locally, found on the grounds of CLC is the University Center of Lake County. This center houses 21 member colleges, from which students can complete one of 40 bachelor completion programs or 39 graduate degree programs.

At CLC, a two-committee structure oversees the curriculum and assessment process. The Assessment of Student Learning Committee (ASLC) is responsible for overseeing college learning outcomes (CLO). The Curriculum Commission services to ensure course, program, and institutional learning outcomes are assigned appropriately given the level of expected learning. Membership of the Curriculum Commission includes a diverse representation of the college including: students (representing SGA), faculty, deans and other academic administrators, a curriculum specialist and academic support experts. As confirmed during both the site visit and a review of commission meeting minutes, the Curriculum Commission approves both changes to current courses, approves new courses and programs prior to submission to the Illinois Community College Board for final approval and provides recommendation for program discontinuation. At the January 23, 2017 meeting, the Curriculum Commission approved for deactivation of Emergency Management, Disaster Management, and Paraprofessional Educator.

In compliance with the ICCB, each course at CLC has a Course Reference File (CRF) which serves to ensure the course meets the required academic rigor associated with the degree or certificate awarded regardless of mode of delivery. With oversight provided by the Curriculum Commission, the CRF serves as the master course syllabus, ensuring course and program learning objectives are clear, assessable, and consistent across the entire department/institution. As confirmed by site visitors, work continues at the college to develop curriculum maps; a process whereby each degree program will recommit the location of any CLO within the program curriculum.

CLC meets the standards of the State of Illinois’ Dual Credit Quality Act. Site visitors confirmed that for a course to qualify as a dual credit course a Memorandum of Understanding (MOU) is on file between the
high school and college. Signed annually, this MOU confirms the qualifications of the teacher, a commitment from the high school to teach the same learning outcomes, and to utilize mandatory department level assessments and instructional resources. To ensure that dual credit instructors meet the same requirements of other adjuncts, all interested high school instructors must apply and be accepted as an adjunct faculty at the college. Further strengthening consistency across all coursework, in 2014 the college implemented an annual mandatory professional development meeting for all dual credit faculty. High school instructors present during the site visit confirmed they have regular and frequent interaction between CLC faculty and staff, that classroom observations occur, and that CLC has re-evaluated its academic credentials to ensure compliance with HLC requirements. For one instructor present during the site visit, this re-evaluation of credentials resulted in him taking additional coursework to remain qualified to teach. The CLC Manager of College Readiness & Dual Credit is responsible for ensuring a student enrolled in a dual credit course meets the same level of academic preparation as traditional college students. The use of course outcome data (e.g. grades, success / pass rates, and learning outcomes) serve as one method to determine whether there are differences between mode or location of course delivery. Efforts to strengthen dual credit have resulted in a growth of 50% in headcount since 2010.

Core Component 3.B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Team Determination:

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

CQR Site Visitors confirmed that General Education requirements are available to students and interested individuals via the college website, the college catalog, and shared by both advisors at time of...
admission and by faculty via course syllabi. The college website identifies for the learner that the general education course outcomes are to help students develop Critical Thinking Skills, Written and Oral Communication Skills, Reading and Analysis, Math/Quantitative Literacy Skills, Student Success, and Technical/Information Literacy Skills. Information specific to transfer courses is available to students and visitors on the college website, including information specific to course alignment with the Illinois Articulation Initiative (IAI).

CLC identifies student learning goals at three levels: institution-wide (CLO), department/program, and course. Through a process initiated in 2015, the Assessment of Student Learning Committee (ALSC) sought input from faculty, staff, employers, and other area stakeholders and reviewed research from the American Association of Colleges and Universities, peer community colleges, and Illinois Community College Board (ICCB) in an effort to ensure the CLO’s remain relevant. The process resulted in the adoption of eight CLC Learning Outcomes (CLO). The CLOs are Critical Thinking, Oral Communication, Writing, Reading, Information Literacy, Quantitative Literacy, Technological Competency, and Diversity and Justice. The ASLC intends to repeat the process of updating or confirming the CLOs every three to five years.

The site team confirmed that an initiative continues to verify placement of the CLO’s throughout individual course offerings across college curriculum. Serving to ensure coursework aligns to the CLC mission and degree levels found at the college, each CLO includes a standard rubric, allowing for institution-wide assessment at the end of each term. College administrators confirmed the next step in the college-wide assessment process is the creation of Curriculum Maps. With a projected completion date of November 2017, the curriculum maps will provide documentation of where CLO’s are taught and/or assessed college-wide. Discussion with college administration and faculty confirm that curriculum mapping is at an earlier stage of implementation; therefore, has yielded fewer opportunities for data informed improvements. The use of a standard rubric will provide opportunity for the college to utilize documented data to help inform decisions related to curriculum improvements. The CQR team anticipates that as the curriculum mapping efforts continue to mature, CLC will be able to report extensive improvements based on these efforts in subsequent accreditation reporting.

Site visitors confirmed that CLC utilizes embedded librarians in designated classes to assist students with the collection, analysis and communication of information. Interviews with faculty confirm that specific classes include research assignments, citing a course within the English Department in which students are required to meet with a librarian to learn the research component of the assignment. Faculty also confirmed that librarians are available to assist faculty develop assignments intended to enhance the students ability to collect, analyze and communicate information. The college offers the use of online chat sessions where students have access to online technical support to assist with research. CLC provides opportunity for students to demonstrate these skills in a number of ways including the CLC Speech and Debate Team, the Skyway Conference, Skills USA, the Nursing Department Poster Presentation, and the use of a digital portfolio as a program capstone project, and the Skyway Conference (an academic competition focusing on writing, jazz, art and other areas).

The CLC has a number of efforts underway to meet the diverse needs of society, including: Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL), continuing adult education, community education, and job skills training. Other services include disability services, counseling, and tutoring. The opening of a Welcome One Stop Center at the Grayslake Campus makes it easier for students to receive assistance. Found at the main entrance to the Grayslake Campus is a unique array of photographs, including the statement, “You are Welcome Here” serving as a visible display illustrating the college commitment to embrace the diversity of the communities it serves, including International Studies. Strengthening a student’s readiness to meet the diverse needs of society is the CLC graduation requirement of completion of a multicultural course requirement.
Site visitors confirmed that within the Diversity Committee there exists a faculty sub-committee focused on raising awareness of cultural issues in the classroom. A recent effort of this subcommittee is the creation of a database of faculty experts who could assist others across the college by providing diversity specific presentations. Service learning projects are common throughout many programs including a project in which HVAC program students assist underserved populations by conducting well checks of HVAC systems at area housing complexes. Further illustrating the commitment to support the creative work of students is *The Chronicle*, a student-led newspaper and the James Lumber Performing Arts Center, which provides opportunity for theater students to work with visiting performers. Recent college activities held to assist students adapt to the changing environment include: One Earth Film Festival to host awareness about sustainability, a poetry slam hosted by the Literary Arts Society, and The Dream Workshop hosted by the Black Student Union. Selected programs participation in Skills USA, a luncheon for the Honors’ Program, a poster session for second year nursing students and a college debate team each provide opportunity for the students to demonstrate mastery of academic content.

**Core Component 3.C:** The institution has the faculty and staff needed for effective, high-quality programs and student services.

**Subcomponent 1.** The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

**Subcomponent 2.** All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

**Subcomponent 3.** Instructors are evaluated regularly in accordance with established institutional policies and procedures.

**Subcomponent 4.** The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

**Subcomponent 5.** Instructors are accessible for student inquiry.

**Subcomponent 6.** Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Site visitors confirmed through both branch campus visits and a review of both spring and summer course offerings that coursework is offered at Grayslake, Waukegan, Vernon Hills, and extension sites throughout the county. Delivery methods may include online, independent study, dual credit, or traditional face-to-face. Dashboard data confirms CLC maintains a student to faculty ratio of 17 to 1,
supported by 205 full-time faculty and 695 adjunct faculty members. Helping to inform the number of faculty needed, CLC utilizes a defined process whereby deans and program chairs regularly evaluate career metrics, accreditation standards, and historical trends related to credit hours / seats taken to help ensure the appropriate number of faculty are available to instruct. Full-time faculty hold regularly scheduled office hours (10 /week) as part of their contractual obligation (Article 36 of the 2014-18 agreement between the Board of Trustees of Community College District 532). Office hours are shared with students via the course syllabi. For those faculty who teach online, a portion of their office hours are done through synchronous virtual tools, such as Blackboard. Office hours for part-time faculty are not designated as a specific number per week; rather, each adjunct is encouraged to be available to students either before or after class. The HLC Student Opinion Survey results identified a concern with regard to both the availability of faculty and awareness of faculty office hours. Evidence gathered during the CQR student forum did not support this statement; rather, students present conveyed appreciation for the responsiveness and availability of CLC faculty. With the aid of a faculty justification worksheet department chairs and deans use both enrollment and faculty load data to request new positions. These worksheets are then forwarded to the Provost for consideration.

The justification for hiring new faculty and staff, including those teaching in dual-credit offerings, are identified based upon CLC needs, discipline and industry standards, and regulatory agencies where appropriate. College faculty must hold a master’s degree or higher in their discipline. Program faculty requirements may deviate from the general rule; however, in cases where a master’s degree is not required at the time of hire the college will require the individual to make significant progress prior to the award of tenure. Article 39 of the faculty contract outlines requirements of full-time faculty. New faculty participate in the New Faculty Institute, which occurs one week prior to other faculty returning to campus. Additionally, new faculty are provided up to three-hours of release throughout their first semester to participate in semester-long new faculty initiatives.

The evaluation process for faculty members is facilitated by the Provost. While the evaluation process varies based on the faculty position held, each review process includes a focus on instruction. New faculty are evaluated annually; however, once tenure is obtained formal review occurs every five years and is conducted by a peer committee. New adjunct faculty are reviewed in the second and fifth semesters of teaching or in cases where they are assigned a new course or teach utilizing a new mode of delivery. Subsequent evaluations for adjuncts occur every five years by a tenured faculty member. Interviews with high school instructors confirmed that adjunct evaluation extends to those teaching in dual credit.

Included within the benefit package at CLC, faculty and staff are encouraged to participate in professional development related to their position and career goals. Annually, each full-time faculty member is allotted approximately $1000 towards professional development. Tuition reimbursement, tuition waivers for CLC coursework, sabbaticals to complete coursework or research to benefit the college, and training offered through the TLETC support the professional development of faculty and staff. Professional development privileges extend to adjunct faculty; including a stipend of $750 per semester to support training related to instruction. While professional development is considered voluntary, site visitors confirmed that many faculty and staff take advantage of the opportunity annually. Annually, CLC offers the Great Teacher Seminar for up to 30 faculty members. Serving as a faculty retreat, this event provides both opportunity for faculty to get to know each other outside of CLC and opportunity to share best practices.

Similar to faculty, student service personnel undergo a standardized hiring process followed by a structured onboarding process. Each position is hired through the HR department and has formal job descriptions with minimal qualifications listed. Counselors and librarians are in the full-time faculty employee group and must hold a master’s degree or higher in their respective discipline. Advisors, academic success coaches, college readiness staff, and tutoring coordinators require a minimum of
bachelor degree. Professional tutors hold credentials ranging from bachelor to doctorate degree, along with industry-required credentials when required. Tutors in the writing center must complete a 3-credit academic course. Math lab tutors are screened by math faculty. All tutors complete mandatory compliance training. Tutors are evaluated each semester.

Core Component 3.D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

In 2013, a reorganization of Educational Affairs and Student Development resulted in both areas being placed under the leadership of the Provost. In 2014, the Student Academic Success unit was created which included a dean and three departments (academic success/tutoring, Coaching for Academic Success (CAS), and retention efforts through TRiO SSS grant). This effort was followed by a 2015 decision to place the Career and Placement Services department under the responsibility of Dean of Counseling, Advising, and Transfer. Site visitors confirmed CLC has robust services available to support student academic success, including the identification of six basic pillars to support student success. In fall 2016, the college opened a new Welcome and One Stop Center at the Grayslake Campus. The new center brought all major student service functions to one central location.

CLC identifies underprepared and at-risk students through the use of entrance testing, high school data sharing, TRiO grant services and data analysis. This information, along with efforts of the High School Alliance aimed at further aligning curriculum, are used to connect students to necessary support services to further their academic success. Jump Start, a program available to high school students, provides both summer instruction intended to place them in college-ready courses for the fall term and seminars to support college success. The Office of Advising and Counseling assists students with selecting courses
and programs. An earlier AQIP Action Project led to the creation of the CAS program, which focuses on support for underprepared and struggling students to help them achieve their academic goals. During the site visit, students confirmed the importance of CAS in their academic success at CLC. Faculty confirmed they utilize the college Early Alert system to refer at risk students to services. Additional services to support student success include: testing center, tutoring, counseling and on-going academic advising, and crisis intervention services. On-going advising is completed by program chairs. A Transfer Information Coordinator, Office for Students with Disabilities, and Career and Placement Services provide additional support for students. Found within the Career and Placement Services office are the Multicultural Center, LGBTQ Resource Center, New Student Orientation, Veterans Center, and Women’s Center. Students learn of these services through a weekly student e-newsletter, the student portal (MyCLC), in-class presentations, faculty announcements, and both physical and electronic bulletin boards found throughout campus. External stakeholders are informed of these services via both the college website and college literature.

All recent high school graduates are required to attend a New Student Orientation, which includes both mandatory advising and registration, as part of the admission process. New students are required to complete a placement exam for English, math, and reading. Based upon need, a student may be required to complete developmental classes. To assist those entering with below college readiness levels, the Provost created a cross-functional Developmental Education Advisory Team where all math and English faculty teaching developmental education courses are convened on a regular basis to discuss teaching and learning issues related to developmental education. Students confirmed during the site visit that required advising occurs prior to enrolling in their 19th and 41st credit hour. A mandatory online orientation is required of those students planning to enroll in online coursework.

Efforts to determine the changing academic support needs of underprepared and at-risk populations is conducted through the use of surveys (Community College Survey of Student Engagement and an internally designed survey), information collected from the Student Government Association, and information gathering from a cross-functional array of college faculty and staff. The inclusion of two SGA representatives on the Governance Coordinating Council (GCC) further strengthens efforts by the college to include students input into decisions that may impact their education.

As reported in the systems portfolio and confirmed during the site visit, CLC continues its efforts to invest $148 million dollars in the infrastructure of the college, including a sustainability science building set to open in August 2017. Branch campus visits and a tour of the main campus provided evidence of this investment. Ongoing investment in instructional technology is supported by a dedicated student fee. A full-service library, lounge areas, and computer labs are available for student use. Additionally, a welcoming Willow Café serves as both an on-site cafeteria and a place for students to gather socially.

CLC Library staff serve to improve student information literacy and research skills. Examples illustrating this effort include: library orientation as part of coursework, embedded librarians within courses offered through the Blackboard learning management system, and comprehensive library services that include librarian lead workshops on information literacy, related topics, and reference support. The Teaching, Learning, and Educational Technology Center (TLETC) which is staffed by a full-time faculty instructional designer, director of education technology, three coordinators and one support staff, provides technological and professional development for faculty and staff.

Core Component 3.E:  The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1.  Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
**Subcomponent 2.** The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

**Team Determination:**

- ☑ Core Component is met
- □ Core Component is met with concerns
- □ Core Component is not met

**Evidence:**

At CLC responsibility for co-curricular activity are shared by the Student Development and Student Success departments. In 2016, CLC began a co-curricular transcript and credentialing effort as part of the *Right Signals* grant. The goal of this effort is to provide an avenue to document mastery of CLOs in both academic and co-curricular for future employers or transfer institutions. As part of the CLO project, co-curricular activities are working to identify the alignment of CLO within the given organization. Student Life department staff seek to align programs with the Social and Cultural Awareness general education learning outcome, as well as the CLC strategic goals of retention, completion and closing of the educational achievement gap.

As a 2-year community college, CLC does not regularly engage in research. In the event research does occur at the college, the Human Subjects Research Review Board serves as the IRB for the college.

Site visitors confirmed with faculty, staff and students efforts to extend academics beyond the classroom. An example illustrating efforts to engage students in service learning is a long-standing project in the HVAC program where students perform well checks of HVAC systems for underserved populations at community housing complexes. CLC commitment to community engagement is visible in the James Lumber Center for the Performing Arts, located on the Grayslake campus. The recent production, *In the Mood*, performed to a sold-out audience. Evidence to support service learning includes the use of internship, clinical and practicum placements found in many of CLC program offerings. Supporting the economic development of the Lake County community for more than 25 years, CLC’s Workforce and Professional Development Institute provides workshops and seminars for the working adult in the form of an open-enrollment course or as customized training for businesses.

Co-curricular activities, including 41 student organizations, professional and honorary societies, learning communities, research projects, and academic competitions (e.g. Skills USA) complement or are linked with academic programs. Club advisors at CLC may include faculty or staff. For those faculty who serve as an advisor, release is provided per the 2014-18 faculty contract. Recent examples of co-curricular activities supporting both social and cultural awareness on campus include: Empty Bowls, a Poetry and Jazz in Motion, *In the Mood* musical, and Poetry Slam. CLC currently has 130 international students, representing more than 40 countries.

**Team Determination on Criterion 3:**

- ☑ Criterion is met
- □ Criterion is met with concerns
Summary Statement on Criterion:

CLC’s commitment to teaching and learning is found in the college mission, and strengthened by the work of college faculty and staff as they strive to fulfill the goals outlined in the strategic plan. A $148 million-dollar investment in the college infrastructure illustrates the commitment of both the Board of Trustees and college leadership to provide the necessary facilities, services and instructional resources to ensure CLC remains relevant to the communities it serves. The use of Program Advisory Committees, college supported professional development of faculty and staff, and the monitoring of both employment data and graduation success help to ensure programs offered at the college remain relevant and up to date. Serving to ensure coursework aligns with the CLC Mission and degree levels found at the college, the college continues work on a multi-year project to assess each CLO across the curriculum. Coursework at CLC is delivered by both full-time and adjunct faculty, all of whom must meet hiring standards. Ongoing evaluation of all instructional staff includes a focus on instruction. Dual credit offerings, staffed with qualified instructors, allows students to begin earning college credits while still enrolled in high school. A comprehensive onboarding process for students and the existence of robust student support services to further student success, further exemplifies CLC’s commitment to fulfill the college mission, vision and goals of the strategic plan. CLC’s commitment to prepare students for the human and culturally diverse world in which they live and work is evident by the 41 co-curricular groups found on campus, a long-standing commitment to welcome international students to the college annually, and the inclusion of a Diversity Council as part of the college governing structure.

Criterion 4: Teaching and Learning: Evaluation and Improvement
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4.A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it
deems appropriate to its mission, such as employment rates, admission rates to advanced
degree programs, and participation rates in fellowships, internships, and special programs (e.g.,
Peace Corps and Americorps).

**Team Determination:**

- ☑ Core Component is met
- ☐ Core Component is met with concerns
- ☐ Core Component is not met

**Evidence:**

College of Lake County demonstrates responsibility for the quality of its academic programs by
maintaining a practice of regular program reviews. CLC employs multiple reporting and review tools for
the purpose of program reviews: Academic Department Review Process, Career Program Metrics
Report, and Program Viability Report. CLC administrators use these reports to inform discussions,
improvement initiatives, and budget planning each year. The site team received affirmation of the use
and effectiveness of these tools through detailed documentation provided by CLC staff and interviews
with CLC faculty, staff, and administrators.

Principal among these program review tools is the Academic Department Review (ADR) which serves as
a means to maintain program quality and support continuous improvement. The ADR operates on a five-
year cycle for each program. In the first year, a department/program prepares and submits the ADR
report to the ADR committee (ADRC) which uses a rubric to facilitate feedback on the report to the
department/program. Two different standardized templates and rubrics are used for career programs
and transfer programs. The Department Chair oversees the preparation process regularly
communicating with the members of the department, the Dean, and the ADRC Primary Reviewer. The
ADR utilizes both data measures common to all ADRs and custom data sets requested by the individual
department/program. Common data sets for all departments include attrition (10th day to final),
enrollments, and successful course completion rates. The number of completers for each year, time to
completion, graduate employment data, and labor market information are reviewed for all career
programs. In each of the subsequent four years, the department/program reviews and reports
implementation, tracking, updating, and modification of the action plan and the assessment of student
learning plan contained in the ADR. The Department Chairs reviews relevant data from the CLC Data
Warehouse and the annual Career Metrics Report to help inform updating and modification of the action
and assessment of student learning plans in the ADR. The Dean reviews the annual update and reports
progress to the Provost Council. The process adheres to the CLC Governance System ADR charter.
The ADR does not require departments/programs to explicitly articulate the alignment of the action plans
to the CLC mission or strategic goals. The inclusion of these elements in the ADR process could
strengthen the clarity of alignment to mission and strategic goals across the institution.

The Office of Institutional Effectiveness, Planning and Research (IEPR) releases the Career Metrics
Report each August. This report serves to inform the ADR and Program Viability reviews and analyses
for departments that offer career technical education. The Career Metrics presents at least 25 different
metrics related to enrollment, completion, economic outlook, and department cost-revenue. The Provost
uses this information to identify programs to be reviewed in the Program Viability Assessment process
which results in the development of a Program Improvement Plan for each program under the review.
The Program Improvement Plan includes a detailed action plan (with a minimum two-year timeframe)
addressing program deficiencies, assessment plans, copies of the most recent ADRs and yearly
progress reports, program advisory committee records, and program or curriculum changes in the last two years. The CLC Massage Therapy program is currently under review due to low enrollment and employment potential in the CLC service area. After Provost review, programs with a long history of performance problems and limited potential to restore viability may be designated for immediate suspension or closure.

It was verified that each campus actively participates in the college’s evaluation processes through their involvement in the academic review and budget and planning processes. SOURCE: Campus Site Visits, CLC Systems Portfolio (June 2015), pages 4, 11, & 39, and CLC Website clcillinois.ed., pages 2 – 5.

CLC evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning. The CLC Office of Records follows standard practices for reviewing all transcripted credit. The awarding of prior learning credit is available through multiple methods including College Level Examination Program (CLEP) and Advanced Placement (AP), and Challenge Exams which are available in select courses at the discretion of the discipline/program faculty. Students may only attempt a challenge exam one time for any particular course. CLC Board Policy states that earning credit-by-exam through CLEP, AP, and Challenge Exams will not exceed a total of thirty (30) semester hours required toward the completion of an Associate degree, one-half of the semester hours required toward completion of a certificate, or count toward satisfying fifteen (15) semester hours general residency requirement for the Associate degree.

CLC has policies that assure the quality of credit it accepts in transfer. The CLC Office of Records enforces policies governing receipt of transfer credit. CLC only accepts credits that apply toward the degree or certificate the student is seeking at CLC and the courses also have to be equivalent. A credentials analyst verifies equivalency through the Illinois Articulation Initiative (IAI) agreement, which facilitates transfer of course credits among participating institutions. The credentials analyst also must ensure any credit not included in the IAI agreement was awarded by a regionally accredited institution. Credits awarded by foreign institutions must be reviewed by an agency affiliated with the National Association of Credential Evaluation Services (NACES). Credit for certain military training must be pre-approved by the American Council of Education (ACE) before review at CLC.

CLC maintains authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. CLC assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. The Curriculum Commission oversees the creation and updating of Course Reference Files which serve as the standard for each given course to ensure curriculum is delivered consistently across all modalities and locations including dual credit instructors and courses. To qualify as a dual credit course, a high school must submit documentation that demonstrates alignment of learning outcomes and academic rigor with the college level course. High school instructor qualifications must meet the minimum qualifications for all teachers. Agreements are documented through an annual MOU with each participating high school (major components include course objectives, common assessment expectations, common textbook expectations, etc.) and through the CLC Human Resources hiring system (PeopleAdmin application module). Documentation provided to the CQR Team and testimony given by CLC personnel attested to the efficacy of the CLC dual credit program.

CLC maintains specialized accreditation for its programs as is appropriate. Seventeen academic programs currently maintain such accreditation. Analysis of the potential options for program accreditations is undertaken on the five-year ADR cycle to ensure the current accreditation status is still appropriate for the educational purposes of the department. The most recent analysis demonstrated that of the 31 programs for which there is a specialized accreditation option, 55% hold a current accreditation status with the corresponding agency, or professional body.
CLC evaluates the success of its graduates and assure that the degree or certificates that it represents as preparation for advanced study or employment accomplish these purposes. For all programs, CLC looks to indicators it deems appropriate to its mission, such as employment rates, admission to advanced programs of study, and participation in internships, fellowships, and special programs (e.g. Peace Corps and AmeriCorps). Such data including transfer and employment rates are key elements of the information reviewed and analyzed in the ADR process. The Career Metrics report presents trend data for job placement rates for graduates, value added post-graduation, and median hourly earnings compared to local living wage.

**Core Component 4.B:** The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

**Subcomponent 1.** The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

**Subcomponent 2.** The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

**Subcomponent 3.** The institution uses the information gained from assessment to improve student learning.

**Subcomponent 4.** The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

Through documentation and discussion with faculty, staff, and administrators, the CQR Visit Team determined CLC demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. CLC has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. CLC identifies student learning goals at three levels: institution-wide, department/program, and course. Through a process initiated in 2015, the Assessment of Student Learning Committee (ALSC) sought input from faculty, staff, employers, and other area stakeholders and reviewed research from the American Association of Colleges and Universities, peer community colleges, and Illinois Community College Board (ICCB). The process resulted in the adoption of eight CLOs. The CLOs are Critical Thinking, Oral Communication, Writing, Reading, Information Literacy, Quantitative Literacy, Technological Competency, and Diversity and Justice. The ASLC intends to repeat the process of updating or confirming the CLOs every three to five years. Department Level Student Learning Outcomes are set by each department’s faculty. These outcomes identify the primary skills and knowledge students are intended to master through completion of a full degree or certificate program of study and/or specific courses such as gatekeeper courses critical to the general education curriculum. The Department Level Student Learning Outcomes are
listed in the ADR as the basis for the department’s assessment plan. Course level outcomes are embedded in individual courses as identified in the Course Reference File approved by the Curriculum Commission for each course.

CLC assesses the student learning outcomes that it claims for its curricular and co-curricular programs. Departments incorporate both direct and indirect measures of student learning assessment in their ADR. The Assessment Plans articulated in the ADRs identify the intended processes for assessing the Department Level Student Learning Outcomes. The assessment of outcomes include data collection, analysis, and actions taken to improve student achievement. The rationales which guide the design of department student learning assessment as discussed by CLC faculty and staff with the CQR Team followed one of two patterns. One pattern assessed the cumulative mastery of skills and knowledge through a sequence of courses (e.g. the retention and development of basic concepts from PSY 121 in subsequent courses). The other rationale comparatively assessed certain themes common to various non-sequential courses in a single department (e.g. ethics in various Business courses). Led by the department chairs, faculty review and update these assessment plans annually.

CLC is advancing two major activities to fully implement the achievement of the updated CLOs. To facilitate the assessment of CLOs across the curriculum, the ASLC has developed and published rubrics to correspond with each CLO. The ASLC has implemented a cycle in which faculty assess two CLOs at the institution-level each semester. Given this schedule, CLC faculty will assess each learning outcome once every two years. CLC has thus far assessed the Writing, Reading, Critical Thinking, and Oral Communication learning outcomes with assessment of the Information Literacy and Technological Competency outcomes in spring 2017. An assessment of the Reading and Quantitative Literacy outcomes in fall 2017 and an assessment of the Writing and Diversity and Social Justice outcomes in spring 2018 will complete the first cycle and begin the second. The current assessment process engages volunteer faculty from across the college to assess existing assignments from their courses that correspond to a particular CLO by using the CLO rubrics. Members of the ASLC told the CQR Team that the volunteer approach yield large representative samples from across the curriculum. The ASLC has collected information from each assessed course through an online survey system that allows for efficient aggregation and analysis of results. After an analysis of results, ASLC has developed an action plan for improvement for both the Reading and Writing CLOs, which the committee will monitor until the plan is completed.

CLC is also engaged in implementing a comprehensive alignment and assessment of co-curricular activities with the updated CLOs. Representatives from Student Development and Student Success departments serve on the ASLC as part of this effort. Each co-curricular area has mapped or is in the process of mapping the CLOs to its student activities and direct assessment of students' achievement of those learning outcomes. An example given by Student Success staff was assessment of student learning achieved through the interaction of students with their assigned Academic Success Coaches as demonstrated by their changes in knowledge of appropriate academic behaviors and available learning resources. The assessment of CLOs in co-curricular activities at CLC is at an earlier stage of implementation than the assessment being conducted through curricular activities and therefore, has yielded fewer opportunities for improvements to be targeted based on data analysis. The CQR team anticipates that as the co-curricular assessment efforts continue to mature, CLC will be able to report extensive improvements based on these efforts in subsequent accreditation reporting.

In addition, CLC began a new co-curricular transcript and credentialing effort in fall 2016 as part of The Right Signals grant awarded to CLC from 2016 to 2017 by the American Association of Community Colleges (AACC). The goal of the transcript and credentialing project ultimately is for students to have their mastery of CLOs in both academic and co-curricular environments documented and available to CLC as well as to employers and transfer institutions.
CLC uses the information gained from assessment to improve student learning. The ADR process requires that each department analyze and respond to data gathered through its assessment plan on an annual basis. Components of the ADR Assessment Plan include reporting of assessment results, actions taken in response to the results, and explanation of the “Continuing of the Loop” in the improvement process. In discussion with the CQR team, faculty gave numerous examples of actions taken in response to assessment data. The Psychology faculty initiated a new tutoring program targeting Psychology students. Biology faculty said that assessment findings were used to inform training of faculty in teaching strategies. Early Childhood faculty indicated that assessment data served as a basis for conversations with adjuncts in establishing a common approach to achieving learning outcomes. Faculty from the Paralegal program stated that participation in the Writing Across the Curriculum program had positive impact on career preparation processes for students.

The assessment processes for the Reading and Writing CLOs have moved to the stage of implementation of improvement strategies in response to the assessment data. The ASLC will continue to communicate assessment results via professional development sessions, direct faculty communication, and the CLC Assessment website. The ASLC is planning new faculty development based on assessment findings to help faculty make more purposeful reading assignments, connect reading assignments to more effective follow-up activities, and evaluate and choose more reader-friendly textbooks or Open Education Resources. The ASLC is also planning communication of relevant findings to students and implementation of student-intervention strategies including clearer communication of college reading expectations. Improvement efforts in response to the Writing CLO assessment include training of faculty in the design of writing assignment prompts, expectations, and evaluations. The ASLC plans to implement similar analyses and improvement strategies in response to the other subsequent CLO assessments as the cycle continues.

CLC’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. The incorporation of assessment as an essential element of the ADRs required of all departments ensures participation by faculty and other instructional staff members institution-wide. Faculty from a wide range of disciplines at the Assessment, Criterion Four and Faculty Open Forums uniformly affirmed the importance and usefulness of ongoing assessment of student learning at CLC.

It was verified that each campus actively participates in the college’s assessment processes through their involvement in the academic review and budget and planning processes. SOURCE: Campus Site Visits, CLC Systems Portfolio (June 2015), pages 4, 11, & 39, and CLC Website clcillinois.ed., pages 2 – 5.

**Core Component 4.C:** The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

**Subcomponent 1.** The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

**Subcomponent 2.** The institution collects and analyzes information on student retention, persistence, and completion of its programs.

**Subcomponent 3.** The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

**Subcomponent 4.** The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.
(Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Through reviewing documentation provided and interviewing CLC personnel, the CQR Visit Team determined CLC demonstrates an ongoing commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificates. The institution has defined goals for retention, persistence, and completion that are ambitious but attainable for its mission, student populations, and educational programs. Since fall 2016, the Institutional Effectiveness, Planning and Research Office (IEPR) has worked closely with the Faculty Senate, Provost’s Council, Governance Coordinating Council (GCC), and Enrollment Management Commission (EMC) to formalize processes for selecting and updating institution-level retention, persistence, and completion targets. In consultation with the Board of Trustees, CLC established principles of institutional target setting that focus on continually striving for improvement, particularly in these areas. A guiding principle indicated by administrative leadership to the CQR Team is if the college’s performance is below peer average, it will strive to meet peer average; where it is at peer average, it will strive to become one of the leading institutions; and where CLC is among the leaders in its peer group, it will strive for national recognition.

The IEPR office is primarily responsible for identifying targets for the institution-level goals each year based on the principles outlined above and updating the Scorecard and Accountability Report to communicate progress toward the established targets. The President’s Cabinet is responsible for affirming and committing to the institution-level targets each year. Operational units, committees, and commissions are responsible for setting, establishing, and achieving specific short-term objectives to help the college advance toward its institution-level targets. The Enrollment Management Commission exercises principal leadership in establishing objectives for retention and persistence due to its broad representation from faculty, deans, institutional research, and the Enrollment Services departments. Other departments use the institution-level targets to inform the development of department-specific goals and college-wide initiatives, which are included in the Academic Department Reviews (ADRs) currently and will be included as part of the updated non-academic department review (NADR) process beginning in fall 2017. During the NADR process, IEPR will work with each department to develop assessment plans and department-specific metrics that the department will use to assess its efforts toward meeting the institution-level targets that align with the department’s mission.

CLC collects and analyzes information on student retention, persistence, and retention of its programs. The IEPR staff is primarily responsible for the collection and dissemination of this data. CLC publishes an Accountability Report and a corresponding electronic college Scorecard. The Scorecard is a series of tables and charts that present current and historical data related to the college’s strategic goals. The Accountability Report is an annual document that highlights the college’s progress toward meeting its strategic goals and objectives. The Accountability Report and Scorecard align with CLC’s strategic goals to increase awareness of the college’s history and progress in relation to key metrics including, but not limited to, retention, persistence, and completion. The Scorecard includes historic trends for CLC as well
as peer comparisons, where available, and also presents targets for the college’s key metrics. The college also collects and reviews retention and persistence data for key student groups (e.g. developmental education students, athletes, TRiO participants, minority students, veterans, etc.) on an ongoing basis. Retention, persistence, and completion data is included in the ADRs for each academic department as well as the Career Metrics Report. The ADRs and Career Metrics incorporate analysis of these data into the ongoing formulation of improvement targets and action plans.

CLC uses information on student retention, persistence, and completion to make improvements as warranted by the data. Appropriate departments and committees monitor this information and develop action plans targeted toward improving retention and persistence among specific student groups. When warranted, CLC also commissions AQIP action projects to identify ways to increase retention and persistence of a key student group (e.g. the Male Student Success Initiative conducted in 2010-11) or of students in general (e.g. the Barriers to Completion initiative conducted in 2011-12). Each department or committee aligns its goals and metrics with the larger institution-level goals and targets as guided by the EMC and IEPR. Numerous faculty and staff involved in various ongoing initiatives intended to improve student retention, persistence, and completion met with the CQR Visit Team to discuss their work with students. These included leadership from the Faculty Retention Committee, Shared Retention Services, Tutoring, TRiO Support Services, New Student Orientation, the First Year Experience/Succeed Program, the Diversity Council, and the Athletes Leading Academic Success, Men of Vision, and Sister to Sister student organizations. An outstanding program that works to improve retention, persistence, and completion among underprepared students is the Coaching for Academic Success (CAS) program. In this program, Academic Success Coaches are assigned to each section of developmental English and Math sections to work with faculty in monitoring and intervening with students who are struggling to succeed in the course. According to the most current data, students who responded to the CAS interventions were retained at a rate 12% higher than their peers who did not respond.

Documentation provided by the college and discussion with particularly the IEPR staff as described above demonstrates that CLC’s processes and methodologies for collecting information about student retention, persistence, and completion reflects good practice. Data provided in various reports such as the ADR, Career Program Metrics, the Accountability Report, and Scorecard follow IPEDs definitions and methodology.

**Team Determination on Criterion 4:**

- [x] Criterion is met
- [ ] Criterion is met with concerns
- [ ] Criterion is not met

**Summary Statement on Criterion:**

Through examination of documentation provided and interviews with college faculty, staff, and administrators, the CQR Visit Team determined the College of Lake County demonstrates responsibility for the quality of its academic programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. CLC maintains a practice of regular program reviews. CLC employs multiple reporting and review tools for the purpose of program reviews: Academic Department Review (ADR) Process, Career Program Metrics Report, and Program Viability Report. CLC administrators use these reports to inform discussions, improvement initiatives, and budget planning each year. The CQR Visit Team received affirmation of the use and effectiveness of these tools. The CQR Visit Team determined CLC
demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. CLC has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. CLC identifies student learning goals at three levels: institution-wide, department/program, and course. CLC has implemented an ongoing two-year cycle of assessment of eight institutional learning outcomes: Critical Thinking, Oral Communication, Writing, Reading, Information Literacy, Quantitative Literacy, Technological Competency, and Diversity and Justice. Department Level Student Learning Outcomes are set by each department’s faculty. These outcomes identify the primary skills and knowledge students are intended to master through completion of a full degree or certificate program of study and/or specific courses such as gatekeeper courses critical to the general education curriculum. The Department Level Student Learning Outcomes are listed in the ADR as the basis for the department’s assessment plan. Course level outcomes are embedded in individual courses as identified in the Course Reference File approved by the Curriculum Commission for each course. The assessment processes uniformly incorporate accountability for gathering of data, analysis, and targeted improvement strategies at both the institutional and departmental levels. The CQR Visit Team determined CLC demonstrates an ongoing commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificates. The institution has defined goals for retention, persistence, and completion that are ambitious but attainable for its mission, student populations, and educational programs. The progress toward achievement of these goals is analyzed and responded to by individual departments through the ADRs and by the institution through the Accountability Report, the Scorecard, and the Program Viability Report processes.

Criterion 5: Resources, Planning, and Institutional Effectiveness.
The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5.A: The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

Subcomponent 4. The institution’s staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
Core Component is not met

Evidence:

Based on the Comprehensive Annual Reports for 2014, 2015, and 2016, College of Lake County maintains a good financial rating and effective management of fiscal resources. Controls for cash received, assets, and revenue entries are in place to safeguard revenues and assets. The budgeting process is established by following Illinois Statutes and the Illinois Community College Board Uniform Accountability manual. Human, physical, and technological needs are included in the Annual Budget 2017 and Three-Year Financial Plan 2017-2019. The collaborative budgeting process includes input from faculty, staff, and administration, with final approval by the Board of Trustees. The Board holds an annual finance retreat, at which time the three-year financial plan is discussed and approved. In support of transparency, the Comprehensive Annual Financial Report, Annual Budget 2017, and Three-Year Financial Plan 2017-2019 are available on the College website for the public to review.

The Three Year Financial Plan 2017-2019 demonstrates support for instructional programs and support services. Support for instructional programs is established, in part, through the technology fee, instructional equipment fee, student success fee, and online fee to support instructional needs of academic programs. Additional support is established by linking the four strategic goals and key performance indications to the budget, which is illustrated in the Annual Budget 2017. Support of professional development is identified on page 5 of the Annual Budget 2017, in the 2014-2018 Agreement Between Board of Trustees of Community College District No. 532 County of Lake and State of Illinois and College of Lake County Federation of Teachers, Local No. 2394 AFT agreement, and in the 2015-2019 Agreement Between College of Lake County Community College District No. 532 Lake County, Illinois and the College of Lake County Adjunct Faculty Organization, Lake County Federation of Teachers, Local 504.

CLC’s full-time faculty base has remained relatively the same over the last several years despite a declining enrollment. Higher Learning Commission Institutional Update 2015-16 documents 209 full-time faculty members, 657 adjunct faculty members, 277 full-time administrators, 81 part-time administrators, 200 full-time staff, and 53 part–time staff. The student to faculty ratio was 17. While the number of adjunct faculty and staff have declined since 2012, the number of full-time faculty only decreased by one person. The student to faculty ratio in 2012 was 22.

The Annual Accountability Reports for 14-16 and 15-16 illustrate CLC’s four strategic goals in support of its mission statement. The goals are to advance student learning and completion; maximize educational opportunities and equity in student outcomes; promote excellence in diversity, global engagement, sustainability, and wellness; and develop a culture of innovation, excellence, and continuous improvement. Annual Budget 2017 illustrates alignment of the budget with the strategic goals in support of the College’s mission. Page 21 of the Annual Budget 2017 illustrates alignment of AQIP Action projects with strategic goals and the budget process.

Section 301, Selection and Appointment of Staff, in CLC’s Policy Handbook defines the process followed when hiring college personnel. Selection and appointment of staff are subject to the employment conditions and criteria approved by the Board prior to the actual recommendation for appointment. As defined in the Hiring Process document, CLC reviews employee credentials as part of the hiring process. When position descriptions are created, job classification and review of skills and credentials are completed by the appropriate hiring manager. The College conducted a review of current faculty and staff credentials to ensure that employees meet the requirements defined by the Higher Learning Commission and internal credential requirements. Plans were developed for those employees that did
not have met the minimum credential requirements. College of Lake County should consider developing a policy defining required credentials based on their internal audit.

While Illinois is experiencing a state deficit, College of Lake County has developed a financial plan to address the state reduction in funding. The plan includes increasing Foundation funds by 30% since 2013, increase in property taxes due to improving economic activity, and elimination of positions upon retirement, resignation, and reorganization. The Three-Year Financial Plan 2017-2019 accounts for declining state funds and identifies the plans to address the loss in income. The Three-Year Financial Plan 2017-2019 includes revenue assumptions, expenditure assumptions, operating funds summary, identification of other revenue sources, major future expenditures, and financial variables and risks.

Core Component 5.B: The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Section 105, Duties of the Board of Trustees, Section 106, Powers of the Board of Trustees, and Section 107, Authority of Members, of the Policy Manual define the expectations of the Board of Trustees. The expectations include evaluation of institutional performance, approval of college plans, establishing tuition and tax rates, hiring and evaluating the president, establishing institutional budgets and conducting college business in a fiscally responsible manner, establishing policy, and monitoring the colleges’ performance. Expectations of administrative and personnel staff are defined in section 200, faculty personnel in section 300, classified personnel in section 500, and specialist personnel in section 600.

Page two of CLC’s Governance Manual states the governance system follows a model that encourages the participation of employees and students in the formulation, implementation, and review of college goals, policies, and procedures. Representatives from classified personnel, specialist personnel, faculty senates, Administrators Council, and the Student Government Association (SGA) serve on the Governance Coordinating Council. The Governance Coordinating Council relies upon their stakeholder input for the formulation, implementation, and review of CLC policies and procedures.
CLC is governed by a seven-member board of trustees, which is elected by the citizens of Community College District 532. The College’s website, http://www.clcillinois.edu/aboutclc/board-of-trustees, maintains records of Board of Trustee meetings in support of shared governance and transparency. Minutes from the February 28, 2017 board meeting document presentation of the Student Success and Accountability Report and approval of college policies. Minutes of the February 7, 2017 board meeting documents the annual financial planning review and budget strategies discussion. Topics discussed included the strategic plan as linked to the budget process, budget status and Three-Year Financial Plan, and internal audits. These board meeting minutes verify that the President provides monthly updates to the Board as well as other College committees and structures. They also document that student success updates are provided to the Board each month, including analysis of metrics and plans for improvement.

Core Component 5.C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

The Board of Trustees ensures decisions are made that align with mission and strategic planning goals. Minutes of the February 7, 2017 board meeting documents the annual financial planning review and budget strategies discussion. Topics discussed included the strategic plan as linked to the budget process, budget status and Three-Year Financial Plan, and internal audits. Annual Budget 2017 illustrates alignment of the budget with the strategic goals in support of the College’s mission. Page 20 of the Annual Budget 2017 illustrates alignment of AQIP Systems Portfolio Categories with the strategic goals. Page 21 identifies the Action Projects for 2017, which are sustainability across the curriculum, budget process, and credit for prior learning.

The Enrollment Efficiency and Cost-Revenue Analysis 2016 report evaluates assessment of student learning, operations, planning, and budgeting. Five year trends illustrate that total college level credit hours reached the lowest point in the past six years; class sections decreased, which increased the
average class size. Page 26 of the Annual Budget 2017 report identifies Key Performance Indicators (KPIs) for each of the strategic goals. The KPIs aligned with the goal of advancing student learning, success, and completion include monitoring retention, graduate, and transfer rates as well as percentage of students completing development education who enroll in college-level courses. The KPIs aligned with the goal of maximizing educational opportunity and equity in student outcomes include share of recent high school students attending the college and academic outcomes for historically disadvantaged students.

College of Lake County’s strategic planning process includes feedback from faculty, staff, students, and external participants. The external participants include program advisory committee members and Board of Trustee members. The Governance Coordinating Council and executive staff monitor progress on achieving the College’s strategic goals. The structure promotes cooperative interaction among the administration, faculty, staff, students and Board of Trustees, better enabling the College to fulfill its mission. The Governance Handbook 2016 documents various commissions that focus their attention on specific governance topics. The commissions include Academic Quality, Curriculum, Enrollment Management, Campus Environment and Operations, Information Technology, Professional Growth, and Diversity. Each commission is advisory to a designated administrative office.

The Enrollment Efficiency and Cost-Revenue Analysis 2016 report evaluates assessment of student learning, operations, planning, and budgeting. Five year trends illustrate that total college level credit hours reached the lowest point in the past six years; class sections decreased, which increased the average class size. Data from the Enrollment Efficiency and Cost-Revenue Analysis 2016 is incorporated into the Three-Year Financial Plan 2017-2019. The Three-Year Plan includes three years of financial projections, four years of revenue and expense history, and the current year budget totals. The financial plan establishes the framework to examine future implications of major financial decisions. The plan is part of the annual planning cycle that integrates AQIP with the financial resources necessary to achieve strategic goals.

**Core Component 5.D:** The institution works systematically to improve its performance.

**Subcomponent 1.** The institution develops and documents evidence of performance in its operations.

**Subcomponent 2.** The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Team Determination:**

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

**Evidence:**

The Accountability Report 2016-17 describes progress in performance of operations. In 2016-17, the College experienced its highest rate of fall-to-fall student retention in seven years. The College ranks third among peers in student retention rate. The percentage of students meeting credit hour attainment
thresholds is also at one of the highest rates in history. Financial stability provided the College with the ability to invest in student success initiatives in support of strategic planning goals. Student success initiatives included use of open education resource textbooks, which saved students $1.8 million, and continued operation of the Teaching, Learning, and Educational Technology Center. The Center is dedicated to providing faculty development opportunities to improve student success.

The Accountability Reports 2015-16 and 2016-17 illustrate how CLC learns from its operational experience. The reports document progress toward key indicators of success in support of institutional effectiveness. Each indicator is aligned with a strategic goal. For example, minority student grades are used as an indicator of equity in student outcomes. In addition, the Enrollment Efficiency and Cost-Revenue Analysis report is conducted annually and reports data on department/division enrollment, revenue, and costs. Information from both reports are provided to support institutional improvement at administrative staff meetings and board of trustee meetings.

The CQR Visit Team confirmed that CLC demonstrates commitment to its operation by investing $148 million dollars in the infrastructure of the college. Feedback from students and employees is used to assist with prioritizing operational investments. Feedback is obtained through surveys and was used to assist with improvements in the library, student lounge areas, and Welcome and One Stop Center. The new Welcome and One Stop Center consolidates all major student services functions, which makes it easier for students to obtain registration and financial assistance in one location.

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<tr>
<th>Team Determination on Criterion 5:</th>
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<tbody>
<tr>
<td>☑ Criterion is met</td>
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<td>□ Criterion is met with concerns</td>
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<td>□ Criterion is not met</td>
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<tr>
<th>Summary Statement on Criterion:</th>
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<tr>
<td>The CQR visiting team verified that the College of Lake County meets Criterion Five: Resources, Planning, and Institutional Effectiveness. The evidence provided in the statements above illustrate how each core component is met. The various annual reports provided to internal and external stakeholders, which supports transparency, were observed as strengths by the CQR visiting team. The alignment of processes was also observed as a strength. The comprehensive annual financial reports, annual budget reports, and three-year financial plan report illustrate alignment of the budget, strategic plan, and AQIP processes. The Enrollment Efficiency and Cost-Revenue Analysis report demonstrates alignment of assessment of student learning, operations, planning, and budgeting. The accountability reports document that the College's planning processes include development of operational plans to support strategic goals.</td>
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</table>

IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories.
Please provide a brief paragraph or two that captures the team’s perception of the institution’s overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

The last Systems Appraisal scored the college’s maturity level between reactive and systematic. The college admittedly did not tell its story well in its last systems portfolio which was reflected in the Appraisal. However, the visiting team observed a level of processes and procedures that are more mature. The college frequently operates at an aligned level of maturity. CLC has operated under declining enrollments and state funding in recent years. In reaction, the college has become more transparent in its budget process and decision making. Discussions with CLC faculty and staff confirmed that the new shared governance process, and open communications resulted in greater transparency and involvement.

The college made strides in valuing its employees. New professional development, evaluations, and trainings are available or in process to be launched. Nonacademic departmental reviews join the evaluation process for the academic departments. A more mature academic assessment process revealed itself during the team visit. The college is encouraged to continue to develop its processes moving toward an integrated level of maturity.

**Evidence of Principles of High Performance Organizations**

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

Based on the CQR Team’s review of the College of Lake County’s June 2015 Systems Portfolio, 2016-17 AQIP Quality Highlights Report, and Team member’s site visit observations, the Team identified one of the Principles of High Performance Organizations where CLC demonstrates its commitment as an AQIP institution dedicated to continuous quality improvement. The Principle is **Involvement**.

Proof of evidence examples showing how CLC practices **Involvement** include the increased opportunity for involvement by students, faculty, administrators, and staff in the newly revised governance structure and external stakeholder involvement at the Lakeshore and Southlake branch campuses. **2016 -17 Quality Highlights Report**, page 9 and **2016 – 16 CLC Multi-Campus Report**, page 5.

**V. Commitment to the AQIP Pathway**

Provide brief bullet points for each section that demonstrate success or progress in each area.

**Actions That Capitalize on Systems Appraisal Feedback**

- Improved data collection and more importantly, usage of standardized information to make informed decisions
- Regular reviews of processes using metrics to evaluate success
- Worked with Six Sigma consultant to establish, modify and document key processes in several areas of the college
• Ensured dual credit curriculum aligned fully with campus curriculum
• Revamped shared governance structure to engage more internal stakeholders and increase participation in all departments

**Actions That Capitalize on Strategy Forum Participation**

• Used the strategy forum as an opportunity to build on the foundation of financial management. The budget aligns itself with the strategic plans, action projects and operational plans.
• Developed an action project to align the budget with college operations and planning.

**Actions That Capitalize on Action Projects**

CLC developed a thoughtful, inclusive process for any member of the CLC community to propose action projects. The proposal is vetted through a series of teams to ensure viability and worth based on current strategic goals. A rubric developed by the college assists in providing some objectivity on the value of the proposal.

The team reviewed 33 action projects that have been completed by the College of Lake County. The institution has pursued:

- 13 action projects addressing students learning;
- 2 action projects addressing distinctive objectives;
- 6 action projects addressing student and stakeholder needs;
- 3 action projects addressing planning, leading, and communicating;
- 4 action projects addressing supporting operations;
- 3 action projects addressing continuous quality improvement;
- 1 action project addressing collaboration, and;
- 1 action project that declared no category.

Based on its AQIP action projects, CLC has consistently focused its improvement efforts in the realms of student learning and student and stakeholder needs. The areas related to planning and leading, operations, and CQI have been addressed with several projects each. The college recently initiated a project in knowledge management and resource stewardship, but has yet to pursue an action project initiative for valuing employees.

Its current AQIP action projects include:

1. Aligning CLC’s Financial and Strategic Goals (AQIP Category 5 Knowledge Management and Resource Stewardship);
2. Credit for Prior Learning (AQIP Category 2 Meeting Student and Other Stakeholder Needs), and;
3. Sustainability across the Curriculum (AQIP Category 1 Helping Students Learn).

Over time, the college has demonstrated that it has a competency to initiate projects, to manage them to closure in a timely fashion, and to learn from projects with a view to institutionalizing results. The team was impressed with the college’s detailed process for proposing and selecting AQIP action projects. This prompted a discussion of documenting its processes for controlling current projects and for closing-out or retiring projects.
Based on its action projects activity since becoming an AQIP institution in 2002, the College of Lake County has demonstrated that it is a learning organization. It is able to purposefully select meaningful continuous quality improvement initiatives, manage them, and learn from them in a way that improves the institution, benefits its stakeholders, and accomplishes its educational mission to achieve student success and strengthen its community.

**Commitment to Active Engagement in the AQIP Pathway**

- Planning is at the forefront of CLC's operations. Mission, vision, values and especially the strategic plan goals drive the continuous improvement process. The college uses its wealth of metrics to measure the success of its planning efforts and compare itself to other institutions, when available.

- The college developed a connection to the strategic goals and all initiatives through its shared governance realignment, application for AQIP projects, departmental initiatives, Academic Department Reviews, Non Academic Department Reviews, and other institutional planning documents.

- Most processes currently have an evaluation component.

- Board of Trustees through the committees and task forces align their work with the strategic goals. Action projects are developed through a Governance Coordinating Council made up of representatives of the various senates, student government and operational area directors. Ideas flow up to the President’s Cabinet for final approval and funding.

**VI. Team Recommendation**

**A. Affiliation Status**

1. **Recommendation for Reaffirmation of Accreditation**

   The team recommends reaffirmation of accreditation.

2. **Recommendation for Eligibility to Select Next Pathway**

   Indicate whether the institution is eligible to select its next pathway, or if, in the judgment of the team, the institution should be limited to the Standard Pathway.

   On the recommendation of the visiting team, CLC is eligible to select its next pathway.

3. **Criterion-Related Monitoring Required (report, focused visit):**

   Monitoring:

   None
4. Federal Compliance Monitoring Required (report, focused visit):

<table>
<thead>
<tr>
<th>Monitoring:</th>
<th>None</th>
</tr>
</thead>
</table>

Rationale: (Provide a holistic rationale for this recommendation.)

B. HLC Sanction or Adverse Action

None

VII. Embedded Changes in Affiliation Status

If the team reviewed a substantive change request in the course of its evaluation, indicate the type of change below. Complete the Embedded Change Report, available at [hlcommission.org/team-resources](http://hlcommission.org/team-resources).

Type of Change: No
Appendix A

Interactions with Constituencies

President
President Cabinet
Executive Team
Student Services Staff
Provost
Institutional Effectiveness Planning and Research Department Staff
Faculty
Students
Staff
Portfolio writers
Assessment Committee members
Planning teams members
Dual credit administrators and faculty
Distance education administrators
Chief Fiscal Officer
Chief Information Officer
Human Resources Director
Library staff
Facilities Director
Deans
Accreditation Liaison Officer
Controller
Board of Trustees members (four)
Staff and Leadership of the Lakeshore and Southlake campuses
Appendix B

Principal Documents, Materials and Web Pages Reviewed

**Marketing Pieces**
Lakeshore Campus in Waukegan
Register Now at Lakeshore Campus in Waukegan
Southlake Campus in Vernon Hills, So Much. So Close.
Register Now at Southlake Campus in Vernon Hills
Connect | Your Future: Explore a world of possibilities, set goals and prepare for the next great phase of your live.
Transfer Options: Earning a Bachelor's Degree
Choose CLC
Making your college dream come true
CLC Career and Job Placement Center
Jump Start, June 5 to July 27, 2017
Guide to Lancer Athletics at the College of Lake County
Guide to Getting Involved at CLC: Your Social Network on Campus

**Program Brochures**
- Automotive Collision Repair
- Dental Hygiene
- Emergency Medical Technician
- Health Information Technology
- Health and Wellness Promotion
- Horticulture
- Hospitality and Culinary Management
- Human Services
- HVAC Engineering Technology
- Massage Therapy
- Medical Assisting
- Medical Imaging
- Nursing
- Phlebotomy Technician
- Pre-Professional Programs in Healthcare
- Surgical Technology

**Drop Box documents**
2017 Summer Bridge to Success Build Your Brand brochure
AQIP Category One: Helping Students Learn Coaching for Academic Success
Academic Department Review Dashboard
Academic Department Review Data Menu for 2016-2017
Assessment Project Results: Reading at College of Lake County 2015-16 Academic
Assessment Project Results: Writing Across the Curriculum 2014-15 Academic Year
Career Metrics 2016
Career Program Viability Report Fiscal Year 2017
CLC Process (ADR)
CLO Writing Rubric
Coaching for Academic Success (CAS)
College of Lake County Academic Department Review (ADR) Process Manual
College of Lake County Governance System Charter for the Assessment of Student Learning Committee
College of Lake County Learning Outcomes
EECA FY2016 Report
Enrollment Management Commission Committee Structure
Retention Efforts—MOV and S2S
Summary Report of Review Results Academic Department Review: Automotive Dept.
Year of the Review (ADR)

Master academic success plans
Reaffirmation letter
HLC continuation of accreditation
ICCB Cert of Recognition
Program accreditation Table
ADRs – Career, Transfer, Automotive technology Final report, Computer IT final report, Psych final report
AQIP Projects [six], project feasibility rubric, project policies and procedures,
Budget documents – annual budget FY17, CLC Comprehensive annual report, financial procedures manual, Three Year Financial Plan FY17-19, enrollment efficiency & cost analysis report.
Strategic Plan – Accountability Reports (15-16, 16-17)
Mission, Vision, Values, Goals
Scorecard Final 2017
Curriculum Commission – minutes and agendas, FY15, 16,17
ASLC minutes & agendas FY 15, 16, 17
Audited financial statements – FY 16 & 16
Federal compliance report and panel report
HLC student opinion survey
Third Party notification of opportunity to comment
Third party comments
AQIP Quality Highlights report
CLC multi campus report
IRB Guide & policy manual
Final Process manuals
Academic program viability review process academic program viability review, career program viability report, Career Metrics report, EECA (enrollment efficiency and cost-revenue analysis) report FY 16
College Learning Outcomes Development & Assessment process
Compliance training process –
Curriculum development process and new academic program development guide
Employee evaluation process
Governance Process – diversity council, governance coordinating council, AQIP process (process maps)
Hiring process – administrative & professional, classified & specialist employees 2017
Ensuring integrity on and off boarding user access
Professional Development process – faculty 2017, staff 2017
Strategic partners – process manual career advisory committee, high school alliance, transfer alliance, work and professional development institute
Student complaints – process, academic concerns, admissions, financial aid, registrar, and student conduct office, student development, student development overview, Title IX (all manuals with process maps)
Institutional updates (13-14, 14-15, and 15-16)
Manuals, handbooks and catalogs – 16-17 catalog, CLC policy manual, governance handbook, lakeshore campus faculty handbook, las, photonics card, Southlake campus faculty handbook
Marketing plan – draft cc strategic marketing plan, marketing plan
New student orientation – planning guide, academic completion plan, new student orientation and history & current process, NSO agenda Spring, summer, NSO persistence comparison tables 2014, NSO persistence comparison table, NSO, Spring 2017 survey, NSO summary report final 2015, NOW workshop academic planning, Process for providing advising during in person NSO (multiple)
Student Newsletters – eight – dating back to September 2016
Org charts, governance, administrative, education affairs, president’s office
Program accreditation documents – AUT, Children’s learning, CNC, DHY, EMT, HET, HIT, HUS, HWP, MIM, MOA, NUR, PBT, PLS, SRG and summary table
Systems appraisals, 06, 11, 15
Systems portfolios, 06, 08, 10, 15
Connect to Your Future 2016/17 Catalog (MVV included along with learning outcomes)
CLC Classes: Spring 2017 Credit Courses (Class Schedule)
CLC Classes: Summer/Fall 2017 Credit Courses (Class Schedule)
CLC Classes: Spring 2017 Noncredit Courses: Innovation for Business|Career|Life
Professional Touring Series Events Spring 2017: Celebrate Artistic Excellence JLC 20th Anniversary Season
Play: Art, Dance, Film, Literary Events, Music and Theatre at CLC, Guest Artist Concert Series, spring 2017
The Chronicle (Student Newspaper), February 27, 2017 (Several multicultural, diversity, and/or community-related articles)
Office for Students with Disabilities: We provide professional services that are Equitable, Confidential, Comprehensive, Individualized
Student Success Events: Prepare. Study. Connect, spring 2017


Policies
933 Sexual Harassment
934 Title IX
551 Progressive Discipline/Dismissal
651 Dismissal
560 Miscellaneous (training and health, safety, telephone use)
302 Duties and Responsibilities of Instructors
946 Workplace Violence
927 Resolution of Complaints
130 Ethics
966 Whistle-Blower
956 Ethics Policy/Ordinance (State of Illinois)
703 Investment of College Funds (Ethics and Conflicts of Interest)
920 Conflict of Interest
912 Nonscheduled use of College Facilities, Equipment, and Materials by Employees
911 Use of College Facilities
909 Responsible Use of Technology
917 Records Retention and Disposal
926 Payroll Practices
929 Equal Employment Opportunity and Affirmative Action
965 Information Security Policy
901 Solicitation of Funds and Sale of Commodities

General College Reference Materials

- Compliance Training Quicklook Handbook
- Global Compliance Network Fraud and Theft Prevention in Educational Instructions
- Employee Sexual Misconduct and Sexual Violence Procedures
- Sexual Misconduct and Title IX Procedures
- Employee Discrimination and Harassment Information and Complaint Procedures
- College of Lake County Workplace Violence Reporting Procedures
- Women’s Center brochure
- LGBTQ+ Resource Center brochure
- Multicultural Student brochure
- Prepare.Study.Connect Student Success Events brochure
- Tutoring at CLC flyer
- Exceptional Experiences brochure
- Find Your Class Now! Map and Arrow Guide
- CLC Guide to Student Rights and Responsibilities Policy and Procedures
- Jump Start brochure
- Build Your Brand Summer Bridge to Success brochure
- Machine Tool Trades postcard
- Automotive Technology postcard
- Spring 207 Choral Music Concerts postcard
- Guide to Getting Involved at CLC
- Study In China flyer
- Choose CLC brochure
- Work at a Place That Matters brochure
- Guide to Lancer Athletics at the College of Lake County
- Transfer Options brochure
- Lakeshore Campus in Waukegan brochure
- Southlake Campus in Vernon Hills brochure
- CLC Career and Job Placement Center
- Connect Your Future Handbook
- Art, Dance, Film, Literary Events, Music and Theatre at CLC brochure
- The Chronicle Newspaper
- Men of Vision brochure
- Women to SWS brochure
- Coaching for Academic Success (CAS)
- Enrollment Management Commission Committee Structure
- Retention Efforts – MOV and S2S March 2017
- CLC Governance – Current Operational Alignment
- AQIP Action Project Policy
- Reason Code Summary Report (One Stop Center Data Report)
- Making Your College Dream Come True postcard
Locations/Hours bookmark
Office for Students and Disabilities (OSD) brochure
Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the Multi-Campus Evaluation, the assigned peer reviewer completes a Multi-Campus Reviewer Form. Peer reviewers should complete a separate template for each campus reviewed as part of a Multi-Campus Evaluation. The reviewer then e-mails completed forms to the rest of the evaluation team, who then discuss and integrate the findings into the final comprehensive evaluation report in the Assurance System.

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Instructions

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For each review category, provide 2-3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.
1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Southlake Campus serves Lake County's south central communities. Credit offerings include a menu of courses leading to various Associate Degree options. Two career programs are permanently located on campus: Health and Wellness Promotion and Massage Therapy. Southlake also offers career, workplace training and skills development, and non-credit personal enrichment courses.

The Southlake Campus' budget of about $590,000 covers administrative personnel salaries, student activities, educational and operational furniture and equipment, and emergent necessities. The college budget covers faculty and student support services salaries. (CLC indicated that its 2017 fiscal year operating budget is sufficient even though the State of Illinois is facing educational funding difficulties.)

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

The Southlake Campus historical timelines are as follows: 1998 - Property is purchased for the Southlake Educational Center in Vernon Hills; 1999 - First building is dedicated at the Southlake Educational Center; 2007 - New classroom building opens and campus re-designated as the CLC Southlake Campus; and 2016 - Chemistry lab addition is completed.

The campus dean oversees the planning, budgeting, resource allocation, and all other academic and operational processes. A program administrator assists the dean. The dean reports to the Provost and participates in other key governance groups, including the Provost’s Council, which meets weekly to ensure proper alignment of services and resources inclusiveness in the college’s budget and planning and decision-making process.

Other internal and external stakeholders who participate in campus governance include: staff and faculty (Administrative Council, Faculty Senate, Classified Senate, Specialist Senate, or a special council/commission); Advisory Committee made up of local community leaders; and students (Student Alliance and campus student reps in the Student Government Association).

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The Campus has a 47,000 square-foot building that was renovated in 2007. Features of the building include: science labs; a library and learning center; computer labs; faculty and administrative offices; and a community meeting space. As part of CLC’s Facility Sustainable Campus Master Plan for the campus, a $2.1M, 2,500-square-foot addition opened in fall 2016. The addition includes a 1,300-square-foot chemistry lab, 450-square-foot instrument lab, 200-square-foot preparation room, and 250-square-foot storage room. In 1999, CLC installed a green-roof atop its building to serve as an educational venue to teach about environmental sustainability.

A campus technology coordinator ensures that data information and hardware technology are available and optimally maintained for student and faculty use.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

The campus dean collaborates with the college's Human Resource Office, the Provost’s Office, and academic deans in assigning administrative staff and faculty. Prior to approving a campus teaching assignment, CLC verifies that each instructor has the proper credentials in the specific subject matter s/he is assigned to teach.

Student services staffing is a hybrid of campus-dedicated support personnel with flexible staffing to meet changing demand. The campus has a dedicated police presence, librarians, custodial staff, and at least one dedicated counselor and one part-time academic advisor and part-time financial aid presence.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support
Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

The Student Services Center is centrally located for students to register for classes, pay bills, and receive advice and counseling on admissions, financial aid, and courses and classes. Library services and the accredited Children’s Learning Center are also available.

Administrative services undergo a CQI non-academic departmental review every five years to determine operational effectiveness and quality of customer service. This review provides student support departments and campus administration with feedback that is used for improvement and innovation.

During the site visit, faculty and other staff confirmed that the campus provides sufficient resources and support to meet their instructional needs.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

The Southlake Campus provides academic choices leading to Associate Degree options and certificate programs. Two healthcare programs are based permanently at the campus: Health and Wellness Promotion and Massage Therapy. Non-credit options include: ESL, personnel enrichment, and professional development courses. Other non-credit options include the Discovery and Quest series and contract training.

The dean manages the campus’ services, staffing, and budgeting using the college-wide policies and processes to provide students with the same standards of services regardless of location.

To ensure college-wide alignment and inclusive decision-making, the Provost convenes weekly meetings of the Provost's Council that includes academic deans, student support service deans, and campus deans. A program administrator supports the dean in overseeing academic and operational functions.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.
7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

The campus' evaluation and assessment approaches are: annual administrative staff performance review; NADR review; periodic academic department review (ADR) as required by the Illinois Community College Board; and student evaluation ratings of instruction (course/instructor) and College Survey of Student Engagement. Another is the measurement of student success indicators that include: CLC learning outcomes; retention rates; graduation rates; transfer rates; and job-placement rates.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

The campus participates in regular academic assessment as part of the College AQIP CQI system. This assessment includes specific institutional, program, and course-level outcomes that measure student learning. It also takes part in institutional assessment which regularly monitors student success indicators such as retention, graduation, transfer and job-placement, in addition, to assessing CLC Learning Outcomes (CLOs). This helps CLC ensure that the quality of its 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.

Members of the campus faculty and staff participate in the college's AQIP Diversity, Sustainability, and Environmental Action Plan Committees. Their role on these Action Plan committees helped to shape the infusion of Diversity, Sustainability, and Environment themes into the curriculum.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.
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- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.
Name of Institution: College of Lake County

Name and Address of Branch Campus: Lakeshore Campus, 33 North Genesse Street, Waukeegan, Illinois 60085

Date and Duration of Visit: March 6, 2017 (1:00 - 5:00 pm)

Reviewer(s): Dr. Richard Galant

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Lakeshore Campus offers northeast Lake County residents courses leading to an Associate Degree option or certain certificate programs. Four permanent career programs are located at the campus: Certified Nursing Assistant; Dental Hygiene; Medical Assisting; and Phlebotomy. In fall 2016, campus unduplicated headcount enrollment was 2,180 students. Adult Basic Education, ESL, and GED test prep courses accounted for 57 percent of enrollment. The campus, through CLC's Workforce and Professional Development Institute, offers non-credit options classes for the 19th Judicial Court.

The Student Services Center operates as a drop-in resource providing students access to academic counseling, admissions, registration and financial aid advising. The Center also provides students access to computer labs, a testing center, ENLACE (Hispanic community support resource), writing and math tutoring; library services; an accredited child-care center; full-service bookstore; and CLC police security. The Center works with SCORE, an organization that assists in small business advising.

The Lakeshore Campus budget is about $815,000 and covers administrative personnel salaries, student activities, educational and operational furniture and equipment, and emergent necessities. The college budget covers faculty and student support services salaries. (CLC indicated that its 2017 fiscal year operating budget is sufficient even though the State of Illinois is facing educational funding difficulties.)

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

The College of Lake County opened as a campus in 1981. The campus dean oversees the planning, budgeting, resource allocation, and all other academic and operational processes. A program administrator assists the dean. The dean reports to the Provost and participates in other key governance groups, including the Provost’s Council, which meets weekly to ensure proper alignment of services and resources inclusiveness in the college’s budget and planning decision-making process.

Other internal and external stakeholders who participate in campus governance include: staff and faculty (Administrative Council, Faculty Senate, Classified Senate, Specialist Senate, or a special council/commission); Advisory Committee made up of local community leaders; and students (Student Alliance and campus student reps in the Student Government Association).
Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The Campus has three buildings in downtown Waukegan. CLC is implementing a $35M Facility Sustainable Campus Master Plan for the campus, contingent on state funding. The project will include four new classrooms and the renovation and expansion of space for registration, enrollment, advising, financial aid, CLC Police, library services, adult education, and childcare. Space for One-Stop Enrollment Services, Life Sciences, Library Adult Education, and Administration is also included. Completion is projected for December 2020. In 2016, the campus received an Active Learning Center grant from Steelcase Corp. Education to install an active learning classroom as part of the Active Learning Center (ALC) Program. Since Illinois’ community college funding is currently unstable, the college indicates that it will make yearly updates about how it funds its building projects (Three-Year Master Plan, page 49)

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

The campus dean collaborates with the college’s Human Resource Office, the Provost’s Office, and academic deans in assigning administrative staff and faculty. Prior to approving a campus teaching assignment, CLC verifies that each instructor has the proper credentials in the specific subject matter s/he is assigned to teach.

Student services staffing is a hybrid of campus-dedicated support personnel with flexible staffing to meet changing demand. The campus has a dedicated police presence, librarians, custodial staff, and at least one dedicated counselor and one part-time academic advisor and part-time financial aid presence.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

The Student Services Center is centrally located for students to register for classes, pay bills, and receive advice and counseling on admissions, financial aid, and courses and classes. Library services and an accredited Children’s Learning Center are also available.

Administrative services undergo a CQI non-academic departmental review every five years to determine operational effectiveness and quality of customer service. This review provides student support departments and campus administration with feedback that that is used for improvement and innovation.

During the site visit, faculty and other staff confirmed that the campus provides sufficient resources and support to meet their instructional needs.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

The campus offers various credit course choices leading to an Associate Degree and certain certificate programs. Three healthcare career programs are permanently based at the campus: Dental Hygiene; Medical Assisting; and Phlebotomy. Its non-credit course offerings include: ESL; GED prep; personal enrichment; professional development courses; and contract training.

The dean manages the campus' services, staffing, and budgeting using the college-wide policies and processes to provide students with the same standards of services regardless of location.

To ensure college-wide alignment and inclusive decision-making, the Provost convenes weekly meetings of the Provost’s Council that includes academic deans, student support service deans, and campus deans. A program administrator supports the dean in overseeing academic and operational functions.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

The campus’ evaluation and assessment approaches are: annual administrative staff performance review; NADR review; periodic academic department review (ADR) as required by the Illinois Community College Board; and student evaluation ratings of instruction (course/instructor) and College Survey of Student Engagement. Another is the measurement of student success indicators that include: CLC learning outcomes; retention rates; graduation rates; transfer rates; and job-placement rates.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

The campus takes part in regular academic assessment as part of the College AQIP CQI system. This assessment includes specific institutional, program, and course-level outcomes that measure student learning. It also takes part in institutional assessment which regularly monitors student success indicators such as retention, graduation, transfer and job-placement, in addition to assessing CLC Learning Outcomes (CLOs). This helps CLC ensure that the quality of its 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.

The campus also participates in the college's AQIP Action Plan Committees. The work of faculty and staff on the Diversity Action Project helped the college receive both the 2016 Equity and Diversity Award from the Illinois Community College Trustees Association and 2016 Charles Kennedy Equity Award from the Association of Community College Trustees.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.
Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components
The team reviews each item identified in the Federal Compliance Filing by Institutions (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the Federal Compliance Overview for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: College of Lake County

Please indicate who completed this worksheet:

☐ Evaluation team
☒ Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Deborah Loper

☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.

   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree

   - Note that 1 quarter hour = 0.67 semester hour.

   - Any exceptions to this requirement must be explained and justified.

   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:

   - [ ] The institution meets HLC’s requirements.

   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.

   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.

   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

College of Lake County (CLC) clearly articulates the requirements for each degree and each looks well planned for transfer purposes. They offer AGS, AA, and AS at 60 credits, AES and AFA at 61 credits, AFAM at 65 credits, and ATSM at 62 credits. The also offer AAS at 60-79 credits. However, they do state in the college catalog that the AAS is between 60-72 hours, while Appendix A clearly shows some that are as much as 79 i.e. Optics and Photonics Technology - 67-75 Credits. CLC would benefit from aligning the information presented.

Additional monitoring, if any:
Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

CLC College Departments each maintain a log and track the number, type of complaints, and resolution. They compile the data and submit to the AVP of Student Development, who produces a report noting trends and identifying areas for improvement. The report is shared annually for discussion and action. While no examples were cited of complaints leading to resolution, they did indicate the number resolved.

Additional monitoring, if any:
Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
   - Review the institution’s transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
   - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   **Rationale:**

   CLC has defined processes for submission, evaluation, and granting of transfer credits and they clearly discloses the process to the students. The CLC Website has linkages to
articulation information, information to help students plan, and to help students in selecting the correct coursework. The policies and procedures are aligned.

Additional monitoring, if any:

**Practices for Verification of Student Identity**  
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - [ ] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

CLC uses individual login, username and password. Passwords are stored along with other sensitive student information on the secure network, and periodic assessment is done on the security of the system.

The institution indicates that there are no charges associated with test proctoring.

Additional monitoring, if any:
1. This requirement has several components the institution must address.

- The team should verify that the following requirements are met:
  - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
  - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
  - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
  - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.
  - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
  - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by
state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC’s requirements.
- ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate
Rationale:

CLC has disclosed the appropriate information about Title IV program responsibilities and no issues are reported in communications submitted by the College coming from the Department of Education, information is readily available on the CLC website and links in regard to default rate, campus crime, athletic participation, financial aid and related disclosures; Satisfactory Academic Progress and Attendance policies are available in the college catalog and website and there are no findings. CLC has no contractual or consortia relationships listed.

Additional monitoring, if any:

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**Required Information for Students and the Public**
*(See FCFI Questions 25–27 and Appendixes R and S)*

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

CLC does make all the appropriate information readily available. While some linkages between pages could possibly help students to more easily find the information, the information is present.

Additional monitoring, if any:
1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

   • Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.

   • Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

   • Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

   • Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   • The institution meets HLC’s requirements.
   • The institution meets HLC’s requirements, but additional monitoring is recommended.
   • The institution does not meet HLC’s requirements and additional monitoring is recommended.

   □ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

CLC sites no negative findings and clearly discloses the most recent letters from the accrediting agencies indicating they are accredited. The information on licensure and specialized accreditation appear to be current. The College is in compliance with requirements and the website has the Mark of Affiliation under “About CLC” in a link at the bottom “accreditation”. After review of college catalog, website, and published materials, CLC appears to be transparent in their information.

Additional monitoring, if any:
Review of Student Outcome Data  
(See FCFI Questions 32–35 and Appendix V) 

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves. 

   - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics. 
   - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate. 

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance: 

   ☑ The institution meets HLC’s requirements. 
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended. 
   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended. 
   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference). 

Rationale: 

CLC indicates that their student achievement data typically includes retention rates, graduation rates, licensure pass rates, employment rates, acceptance to further study or other similar information and that student outcomes comes from a variety of sources including internal sources such as PeopleSoft or the college’s data warehouse. Some data is housed in the Illinois Community College Board and that information makes comparison to peer institutions possible. Job and wage data comes from the Illinois Department of Employment Security. Student learning outcomes are provided through academic department reviews (ADR) and the Institutional Effectiveness, Planning, and Research Office (IEPR) provides access to students, staff, and the public. IEPR reports include the College’s Databook, Scorecard, and Accountability report. The ADR informs future planning and improvement efforts. At the institutional level, the Scorecard, Databook, and Accountability Report inform the planning and decision-making across the campus.

Additional monitoring, if any:
Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

   - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
   - Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

CLC provides cost of tuition available and data on career programs through biz.gov and a link to information that includes program cost, financing options, and success information. However, gainful employment percentages were not present.

The Team located the gainful employment information on the college website. http://www.clcillinois.edu/aboutclc/who-we-are/consumer-information/gainful-employment/acc

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.
The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

**Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

CLC has no negative findings in the material provided and clearly discloses the most recent letters from the accrediting agencies indicating they are accredited. The information on licensure and specialized accreditation appear to be current. Based on the website and active links on the website, catalog, and materials presented, CLC appears to be proactive and compliant in meeting these requirements. The college participates in the National Council for State Authorization Reciprocity (NC-SARA) which is a voluntary, regional approach to state oversight of postsecondary distance education.

**Additional monitoring, if any:**
Public Notification of Opportunity to Comment  
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

CLC did request comments from the public and provided examples of the notice on the website and student e-newsletters, student newspaper and social media, two local newspapers, Metropolitan Chicago and Lake County News-Sun, and email and announcements to groups such as the Alumni and Foundation donors and Board.

**Additional monitoring, if any:**

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**Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**  
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in
the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.
- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

College of Lake County’s website [http://www.clcillinois.edu/](http://www.clcillinois.edu/)

About CLC [http://www.clcillinois.edu/aboutclc](http://www.clcillinois.edu/aboutclc)

- Information for prospective students, parents, community, consumers, and vendors
- Who we are consumer information budget and finance information, accreditation, strategic plan

Paying for College [http://www.clcillinois.edu/paying-for-college](http://www.clcillinois.edu/paying-for-college)
Student Services, Student records [http://www.clicillinois.edu/student-services/student-records](http://www.clicillinois.edu/student-services/student-records)

Programs and Classes [http://www.clicillinois.edu/programs-and-classes](http://www.clicillinois.edu/programs-and-classes)

  - College Catalog
  - Academic Calendar

  Degrees and Certificates and links to additional information for each (while I looked at several programs, only one shown in the 3 links below)

    [http://www.clicillinois.edu/programs/arc/careers](http://www.clicillinois.edu/programs/arc/careers)

    [http://www.clicillinois.edu/programs/arc/options](http://www.clicillinois.edu/programs/arc/options)

    [http://www.clicillinois.edu/aboutclc/who-we-are/consumer-information/gainful-employment/arc](http://www.clicillinois.edu/aboutclc/who-we-are/consumer-information/gainful-employment/arc)

  High School/Dual Credit [http://www.clicillinois.edu/programs-and-classes/high-school-dual-credit](http://www.clicillinois.edu/programs-and-classes/high-school-dual-credit)

Financial and non-financial indicators

Federal Compliance filing by Institution and Appendices

Gainful Employment Tables [http://www.clicillinois.edu/aboutclc/who-we-are/consumer-information/gainful-employment/acc](http://www.clicillinois.edu/aboutclc/who-we-are/consumer-information/gainful-employment/acc)

Recruitment and advertising materials online and opportunity to comment

CLC Course Syllabi Reviewed

PDS 121 040

HUS 299 002; PDS 121 040

BIO 123 600

CRJ 121 005; CRJ 220 980

ENG 121 061; MTH 222 009

MUS 141

HRT 295 001

ART 121 007
Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: College of Lake County

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☒ Yes ☐ No

Comments:
Based on the College of Lake County’s catalog, website, and program recruitment materials, the credit/contact hour ratio meets requirements.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution’s calendar and term length practices?

☐ Yes ☒ No

Rationale:
After review of sample syllabi and courses offered in different terms by CLC, the hours calculate correctly to meet requirements.

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions
Review Sections 2–4 of the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. Format of Courses and Number of Credits Awarded. Review the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses (Supplement A1 to the Worksheet for Institutions) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to Worksheet for Institutions, as applicable).

• At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

• Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

• Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

• Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to Worksheet for
Institutions). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.

- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. Direct Assessment or Competency-Based Programs. Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. Policy on Credit Hours and Total Credit Hour Generation. With reference to the institutional policies on the assignment of credit provided in Supplement A2 to Worksheet for Institutions, consider the following questions:

- Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
• If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

• Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

• If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

• If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

• If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours
A. Identify the Sample Courses and Programs Reviewed by the Team

Programs reviewed included:

Accounting
Architectural Technology
Hospitality and Culinary Management
Business Administration
And, transfer planning

CLC Course Syllabi Reviewed
PDS 121 040
HUS 299 002; PDS 121 040
BIO 123 600
CRJ 121 005; CRJ 220 980
1. Institutional Policies on Credit Hours

a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

☐ Yes ☐ No

Comments:
Appendix A, Page 38

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☐ Yes ☐ No

Comments:
Page 38 outlines the institution’s expectations in regard to credit/contact hour and time spent on outside work. Instructional time is referenced.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☐ Yes ☐ No

Comments:
In review of sample courses, the timeframe to achieve outcomes was appropriate.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes ☐ No
2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes    ☐ No

Comments:
The sample programs reviewed indicate CLC meets these expectations.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☐ Yes    ☐ No

Comments:

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes    ☐ No

Comments:

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes    ☐ No

Comments:
The 1 and 2 week courses reviewed and blended courses met the credit hour guidelines and expected contact hours as did those reviewed that were face-to-face.
e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☐ No

Comments:

C. **Recommend HLC Follow-up, If Appropriate**

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

☐ Yes  ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. **Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes  ☒ No

Identify the findings:

Rationale:

---

**Part 3. Clock Hours**

**Instructions**

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:
Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes  ☑ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

☐ Yes  ☐ No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.
3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes  ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☐ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

☐ Yes  ☐ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

☐ Yes  ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:
INSTITUTION and STATE: College of Lake County, IL

TYPE OF REVIEW: AQIP Comprehensive Quality Review

DESCRIPTION OF REVIEW: Multi-campus visit will occur in conjunction with the quality review to Lakeshore Campus, 33 N. Genesse Street, Waukegan IL 60085 and Southlake Campus, 1120 South Milwaukee Ave, Vernon Hills, IL 60061. Comprehensive Evaluation to include a Federal Compliance Reviewer.

DATES OF REVIEW: 3/6/2017 - 3/8/2017

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution
Control: Public

Recommended Change: NO CHANGE

Degrees Awarded: Associates

Recommended Change: NO CHANGE

Reaffirmation of Accreditation:
Year of Last Reaffirmation of Accreditation: 2009 - 2010
Year of Next Reaffirmation of Accreditation: 2016 - 2017

Recommended Change: 2026-2027

Accreditation Stipulations

General:
Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: NO CHANGE
Institutional Status and Requirements Worksheet

Additional Location:
Prior HLC approval required.

**Recommended Change: NO CHANGE**

Distance and Correspondence Courses and Programs:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: NO CHANGE**

**Accreditation Events**

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**Upcoming Events**

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Institutional Status and Requirements Worksheet

Strategy Forum: 2017 - 2018

Recommended Change: NO CHANGE

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Monitoring

Upcoming Events
None

Recommended Change: NO CHANGE

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Institutional Data

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<td>Doctoral Degrees</td>
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Extended Operations

Branch Campuses

Lakeshore Campus, 33 N. Genesse Street, Waukegan, IL, 60085
Southlake Campus, 1120 South Milwaukee Ave, Vernon Hills, IL, 60061

Recommended Change: NO CHANGE

Additional Locations

None

Recommended Change: NO CHANGE

Distance Delivery

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Associate, AAS in Computer Information Technology, Web Programming
11.0901 - Computer Systems Networking and Telecommunications, Certificate, Fiber Optics Technician
11.1001 - Network and System Administration/Administrator, Associate, AS Computer Information Technology
24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts
25.0301 - Library and Archives Assisting, Associate, AAS in Library Technical Assistant
25.0301 - Library and Archives Assisting, Certificate, Library Technical Assistant Certificate
30.0101 - Biological and Physical Sciences, Associate, Associate in Science
52.0101 - Business/Commerce, General, Associate, AA Business
52.0201 - Business Administration and Management, General, Associate, AAS in Business Administration
52.0204 - Office Management and Supervision, Associate, AAS in Management
52.0301 - Accounting, Associate, AA Accounting
52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting Clerk Certificate
52.0401 - Administrative Assistant and Secretarial Science, General, Associate, AAS Administrative Professional
52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Assistant Certificate
52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, General Office
52.0407 - Business/Office Automation/Technology/Data Entry, Associate, AAS in Computer Information Technology, Office Application Specialist
52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Office Applications Specialist Certificate
52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Office Professional Certificate
52.0703 - Small Business Administration/Management, Associate, AAS in Entrepreneurship/Small Business Management
52.0703 - Small Business Administration/Management, Certificate, Entrepreneurship/Small Business Management Certificate
Institutional Status and Requirements Worksheet

52.1804 - Selling Skills and Sales Operations, Associate, AAS in Marketing

Recommended Change: NO CHANGE

Correspondence Education
None
Recommended Change: NO CHANGE

Contractual Arrangements
None
Recommended Change: NO CHANGE

Consortial Arrangements
None
Recommended Change: NO CHANGE