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Overview

President's Comments

In keeping with the College of Lake County’s commitment to transparency, we are publishing this Accountability Report. The purpose of this report is to provide those we serve with a sense of how well CLC has advanced the cause of student success, served as a steward of resources, engaged the community, and fostered a spirit of innovation. The information contained in this report suggests that we are making strides forward. For example, our graduation and transfer rate has increased by 5 percentage points after several years of stagnation. In 2015, we issued 2,978 degrees and certificates, which will help empower those who earned those college credentials to live productive, fulfilling lives. We see steady progress in our students’ success in math early in their college careers, which bodes well for their eventual on-time graduation.

While it is important to note our progress, the purpose of this report is not to congratulate ourselves. Rather, this report also points to areas where we must make improvements. Our enrollment has declined somewhat, to about 22,150 students in college credit-bearing courses in fiscal year 2014-15 from 23,733 one year earlier. We also find that our energy costs are higher than average. In publishing this report I seek to provide the community with an honest, balanced appraisal of where we are and where we are headed.

The following pages will describe specific outcomes related to our college’s strategic goals and key objectives and will detail additional steps we are undertaking to advance our vision of serving as an innovative educational institution, offering exceptional learning experiences and being recognized for student success, and business and community partnerships.

A significant volume of data has been analyzed and presented here. The intention is to provide significant measures and track them over time. This report is meant to spur conversations and to have us ask ourselves how we can do better, even in areas where we are meeting our marks.

Girard W. Weber, Ph.D.
President, College of Lake County
Accountability at the College of Lake County

Accountability at the College of Lake County is grounded in our commitment to continuous improvement in meeting the needs of our community. To illustrate our commitment, the Accountability Report summarizes outcomes on key performance measures accepted throughout the higher-education profession and by state and federal governments, and are used to rate colleges and guide funding allocations.

This report provides indicators of how well we have met our goals. These goals are: advancing student learning, completion, and success; maximizing educational opportunity and equity for student outcomes; diversity, promoting global engagement, sustainability, and wellness; and enabling a culture of innovation and excellence. In order to advance these goals, the college must prudently allocate its scarce resources and plan for future facility needs. To that end, measures of operational effectiveness are presented here. To test whether we are effective at meeting all of these goals, we challenge ourselves with two key tests: are outcomes showing improvement from year to year, and when compared to our peer institutions, are we among the leaders in each of the key indicators presented in this document?

Careful examination of these results prompts us to routinely review and update the specific tasks we undertake in fulfilling these goals. Each year the college undertakes no fewer than three, year-long innovation and improvement projects that are intended to advance these goals. This document communicates the extent to which those improvement plans have advanced those goals. While this report summarizes the status of the college in meeting important overall outcomes, we use other methods to evaluate the costs and results of our specific improvement initiatives. Often the results of individual initiatives take semesters and years to become evident in measures, such as our graduation rate. And often by undertaking concurrent innovation and improvement activities, it becomes difficult to attribute the outcomes, like graduation, to a single activity. Rather, overall outcomes such as improvements in graduation are the fruits of our collective efforts. The individual activities which advance these overall goals are evaluated elsewhere. All of our programs are assessed, using methodology appropriate for each project with outcomes that can be associated directly with them. Interested readers are encouraged to contact the college for details about particular programs.

What follows are summary measurements of the college’s more general outcomes. Often we compare our results to neighboring community colleges in northeastern Illinois, using the most current information available, even though some of those data may be somewhat dated. We also report data about ourselves using our own record-keeping systems to provide the most current information.
The College of Lake County’s Strategic Goals

The College of Lake County engages in a collaborative review of its strategic goals, periodically revising them in light of the changing needs of our community. Through dialogue in our governance structure, the college proposes strategic goals for adoption by our Board of Trustees. The goals for fiscal year 2015-16 are to:

I. **Advance student learning, success and completion.**
The college will help students identify and work toward their educational goals and prepare to participate in the workforce.

II. **Maximize educational opportunity and equity in student outcomes.**
The college will enhance, develop and promote educational opportunities and work to increase enrollment and external partnerships.

III. **Promote excellence in the areas of Diversity, Global Engagement, Sustainability, and Wellness as strengths within the college and Lake County community.**
The college will strive to build an inclusive community that recognizes, values and respects people of all cultures and ways of life while cultivating social justice, global citizenship and environmental responsibility.

IV. **Enable a culture of innovation, excellence and continuous improvement.**
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.
Understanding the Array of Measurement Systems

The college uses multiple sources of information in measuring institutional effectiveness. Where possible the college refers to data sources available to the public, including the U.S. Department of Education and the Illinois Community College Board. The college also participates in non-governmental accountability initiatives. CLC has been a member of the Voluntary Framework for Accountability since its inception in 2012. These nationwide initiatives permit the college to benchmark its progress against national norms of student success, access to higher education and operational efficiency. Key data sources are described below:

Community College Survey of Student Engagement (CCSSE)
CCSSE is an in-class student survey. The survey instrument is designed and tabulated by Center for Community College Student Engagement. CLC administers the CCSSE in alternating even-numbered years. It assesses student usage and satisfaction with core services such as teaching, advising and extracurricular activities. CCSSE also assesses student effort and engagement in their education. CCSSE is administered nationally, and allows CLC to benchmark against other participating colleges on these measures.

Illinois Community College Board (ICCB)
ICCB is the state coordinating board for community colleges. ICCB’s databook is used to locate measures such as student enrollment and completion, staff and faculty employment, finances and other items. Each community college reports these measures to the ICCB, which makes them available to the public and allows for benchmarking against our peers.

Integrated Postsecondary Education Data System (IPEDS)
IPEDS is a system of interrelated surveys conducted annually by the U.S. Department of Education’s National Center for Education Statistics (NCES). The college is required to supply information to IPEDS in order to be eligible to administer federal student financial aid. This information includes characteristics of the students enrolled, the number and types of certificates and degrees conferred, the number of employees in various classifications, costs of attendance, and details about student financial assistance. Data used for comparative purposes are available on the NCES website.

Voluntary Framework for Accountability (VFA)
The VFA is an accountability framework conducted by the American Association of Community Colleges. The VFA’s measures encompass the full breadth of the community college mission and the diversity of students’ goals and educational experiences. The VFA gauges student progress and outcomes including pre-collegiate preparation (such as developmental education and Adult Basic Education), academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education.

Data Warehouse
The data warehouse is a tool used by the College of Lake County to calculate a wide array of statistics about students attending the college. Data come from the college’s student information system. The data warehouse provides useful data specific to CLC, but does not provide comparison data from other institutions.
Institutional Effectiveness Measures

Advance Student Learning, Success and Completion

Major outcomes

Figure 1. Graduation and Transfer Rate Comparison

Combined, full-time graduation and transfer rate comparison

Figure 2. Full-Time Graduation Rate by Peer

Full-time graduation rate by peer, fall 2011-fall 2014

Elgin
Waubonsee
Harper
Moraine Valley
CLC
Peer Average
Oakton
DuPage
Joliet
Triton
**Definition:** The graduation and transfer rate is the proportion of each cohort which earned an Associate’s degree or long-term certificate within three years, earned a short-term certificate within two years, or transferred to another college or university within three years. A cohort consists of all first-time, full-time, degree or certificate-seeking students enrolling in college for the first time after high school in a fall semester. A full-time student is enrolled in 12 or more credit hours in the first fall term. The most recent graduation and transfer outcomes available are for the cohort that began four years prior to current academic year.

**Explanation:** In fall 2012, the college implemented a process of automatically awarding degrees and certificates to qualified students. By auto awarding, the college grants degrees and certificates to qualified students without requiring students to first petition the college for those awards. This process accounts for some of the changes in graduation and transfer rates, especially for the fall 2010 and fall 2011 cohorts.

**CLC’s peer institutions include:** College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College, Waubonsee Community College, and William Rainey Harper College.

**Source:** IPEDS
Definition: First-time, full-time, degree or certificate-seeking students entering CLC are grouped into a cohort each fall term. These cohorts are tracked for a three-year period for IPEDS and ICCB reporting. Students who graduate have completed a degree or certificate within 150% of normal time for their program. Students who have transferred have not completed a degree or certificate, but have been identified as enrolling at another institution within the three-year period. The most recent graduation and transfer outcomes available are for the cohort that began four years prior to current academic year.

Source: ICCB

Definition: First-time, full-time, degree or certificate-seeking students entering CLC are grouped into a cohort each fall term. These cohorts are tracked for a three-year period for IPEDS and ICCB reporting. Students who receive need-based financial aid were disbursed at least one need-based award (e.g. Pell) within the three-year period. The most recent graduation and transfer outcomes available are for the cohort that began four years prior to current academic year.

Source: Data warehouse and IPEDS
**Definition:** First-time, full-time, degree or certificate-seeking students entering CLC are grouped into a cohort each fall term. These cohorts are tracked for a three-year period for IPEDS and ICCB reporting. Students who graduate have completed a degree or certificate within 150% of normal time for their program. Students who have transferred have not completed a degree or certificate, but have been identified as enrolling at another institution within the three-year period. Students who have indicated that their parents did not graduate from a four-year college or university are considered first generation; students primarily provide this information on the CLC application. The most recent graduation and transfer outcomes available are for the cohort that began four years prior to current academic year.

**Source:** Data warehouse and IPEDS

**Figure 7. Graduate Employment and Wages**

<table>
<thead>
<tr>
<th>FY</th>
<th>Total # of Graduates</th>
<th>Total # of Graduates with Valid SSN</th>
<th>% Working</th>
<th>Avg Wage</th>
<th>% Working</th>
<th>Avg Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>651</td>
<td>624</td>
<td>69.23%</td>
<td>$7,854.85</td>
<td>77.24%</td>
<td>$9,586.84</td>
</tr>
<tr>
<td>2010</td>
<td>754</td>
<td>725</td>
<td>68.00%</td>
<td>$7,396.76</td>
<td>80.55%</td>
<td>$8,628.54</td>
</tr>
<tr>
<td>2011</td>
<td>790</td>
<td>748</td>
<td>67.25%</td>
<td>$7,617.18</td>
<td>81.68%</td>
<td>$8,736.24</td>
</tr>
<tr>
<td>2012</td>
<td>1103</td>
<td>1065</td>
<td>70.42%</td>
<td>$7,294.89</td>
<td>80.19%</td>
<td>$8,670.62</td>
</tr>
</tbody>
</table>

**Definition:** Graduates are grouped by fiscal year of award (e.g. FY 2009 includes the terms of summer 2008, fall 2008 and spring 2009). Post quarter refers to each three-month period after the graduation date; the three months that make up the post 1st or post 4th quarter depend on the term of graduation (e.g. graduated in Spring, Summer, or Fall). Post 1st quarter is the first three months after graduation; post 4th quarter is the last three months in the year following graduation. The percent working is the number of graduates who found employment between graduating and the post 1st or post 4th quarters out of the total number of graduates with valid SSN. Average wage is based on graduates who were employed during the quarter.
Explanation: Overall, about 70% of CLC graduates find employment within three months after graduating and within a year about 80% find employment. CLC tracks graduates’ employment and earnings to help monitor the success of academic programs in preparing students for gainful employment.

Source: IDES

Momentum toward student success and learning

**Figure 8. Fall-to-Fall Retention of Full-Time Students**

*Full-time, college-level students enrolled fall to fall*

**Figure 9. Full and Part-Time Retention by Peer**

*Combined full and part-time retention, fall 2012-fall 2013*

Definition: The fall-to-fall retention rate is the proportion of students who enrolled in or graduated by the fall term following their first fall term. A full-time student is enrolled in 12 or more credit hours per semester.
**Explanation:** First year (fall-to-fall) retention is an important milestone indicating progress toward graduation or transfer and a measurement of student progress used nationally. The data for fall-to-fall retention is updated annually, but there is a two to three year lag in the available data from IPEDS. The most recent fall-to-fall retention rates available for peers are for the cohort that began fall 2012, three years prior to current academic year. CLC data for fall-to-fall retention rates are available for the fall 2013 cohort as IPEDS makes this information available sooner to allow colleges to review data prior to making it publicly available.

**Source:** IPEDS

![Figure 10. Fall-to-Spring Retention of Full-Time Students](image)

**Definition:** For this measure, IPEDS first-time, full-time cohorts initially identified by ICCB were tracked over their first two terms. Students who were enrolled in or graduated by the spring term following their initial fall term were considered retained. Students who completed a certificate before their first spring term were also considered retained.

**Explanation:** Recent first-time, full-time IPEDS cohorts have been more likely than previous cohorts to be retained from their first term to their second term at CLC. First term (fall-to-spring) retention is an important milestone indicating progress toward graduation or transfer.

**Source:** Data Warehouse, E1, and IPEDS Full-time cohorts
**Figure 11. Credit Hour Threshold, Part-Time Students**

**Part-Time Cohorts with at Least 24 Credits within 2 Years**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009-Summer 2011</th>
<th>Fall 2010-Summer 2012</th>
<th>Fall 2011-Summer 2013</th>
<th>Fall 2012-Summer 2014</th>
<th>Fall 2013-Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Definition:** The part-time credit hour threshold is the number of part-time, first-time, degree or certificate-seeking students who earned 24 or more college level credits (including developmental) during their first two academic years divided by the total number of part-time students in a cohort.

**Explanation:** Part-time students who complete 24 credits within two years of starting at the college have demonstrated progress toward graduation or transfer.

**Source:** Data warehouse, E1, and IPEDS Cohorts

---

**Figure 12. Credit Hour Threshold, Full-Time Students**

**Full-time Cohorts with at Least 42 Credits within 2 Years**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009-Summer 2011</th>
<th>Fall 2010-Summer 2012</th>
<th>Fall 2011-Summer 2013</th>
<th>Fall 2012-Summer 2014</th>
<th>Fall 2013-Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Definition:** The full-time credit hour threshold is the number of full-time, first-time, degree or certificate-seeking students who earned 42 or more college level credits (including developmental) during their first two academic years divided by the total number of full-time students in a cohort.

**Explanation:** Full-time students who complete 42 credits within two years of starting at the college have demonstrated progress toward graduation or transfer. Among recent cohorts, an increasingly higher percentage of full-time students have met this milestone.

**Source:** Data warehouse, E1, and IPEDS Cohorts
**Figure 13. Math Success in First Year**

**Definition:** For this measure, IPEDS first-time, full-time cohorts initially identified by ICCB were tracked over their first year. Students who successfully completed a developmental or college level Math course (i.e. those who earned a grade of C or better) are considered to have met this milestone.

**Explanation:** Recent first-time, full-time IPEDS cohorts have been more likely than previous cohorts to successfully complete a Math course within their first academic year at CLC. Previous research at CLC has shown correlation between early success in Math and higher graduation and transfer rates for IPEDS cohorts.

**Source:** Data warehouse, E1, and IPEDS Cohorts

---

**Figure 14. English Success in First Year**

**Definition:** For this measure, IPEDS first-time, full-time cohorts initially identified by ICCB were tracked over their first year. Students who successfully completed (with a grade of C or better) a developmental or college level English or English Language Instruction (ELI) course are considered to have met this milestone.
**Explanation:** Recent first-time, full-time IPEDS cohorts have been more likely than previous cohorts to successfully complete an English or ELI course within their first academic year at CLC. Most academic programs at CLC require some English or ELI coursework, making this measure a good indicator of progress toward completing a program of study.

**Source:** Data warehouse, E1, and IPEDS Cohorts

<table>
<thead>
<tr>
<th>VFA 2yr Cohort</th>
<th>Cohort Total</th>
<th>Developmental Need Math</th>
<th>Completed Highest Dev Math</th>
<th>Completed College Level Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2011-2013</td>
<td>3,617</td>
<td>2,388</td>
<td>66%</td>
<td>481</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>337</td>
</tr>
<tr>
<td>2012-2014</td>
<td>3,984</td>
<td>2,628</td>
<td>66%</td>
<td>431</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>276</td>
</tr>
<tr>
<td>2013-2015</td>
<td>3,961</td>
<td>2,635</td>
<td>67%</td>
<td>422</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>246</td>
</tr>
</tbody>
</table>

**Definition:** The percent of students in the main VFA cohort who 1) successfully completed the highest level developmental math course within two years of entering the college and 2) completed a college level math course within two years of entering the college, out of those demonstrating developmental need in math through placement test scores or enrollment in a developmental math course.

**Source:** VFA

<table>
<thead>
<tr>
<th>VFA 2yr Cohort</th>
<th>Cohort Total</th>
<th>Developmental Need English</th>
<th>Completed Highest Dev English</th>
<th>Completed College English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2011-2013</td>
<td>3,617</td>
<td>845</td>
<td>23%</td>
<td>445</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>265</td>
</tr>
<tr>
<td>2012-2014</td>
<td>3,984</td>
<td>879</td>
<td>22%</td>
<td>491</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>296</td>
</tr>
<tr>
<td>2013-2015</td>
<td>3,961</td>
<td>802</td>
<td>20%</td>
<td>444</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>280</td>
</tr>
</tbody>
</table>

**Definition:** The percent of students in the main VFA cohort who 1) successfully completed the highest level developmental English (ENG) or English Language Instruction (ELI) course within two years of entering the college and 2) completed a college level English course within two years of entering the college, out of those demonstrating developmental need in English through placement test scores or enrollment in a developmental English or ELI course.

**Explanation:** ELI was not factored in to the 2011 VFA cohort outcomes for English, therefore the percent of students completing the highest level of developmental English is lower than for the 2012 and 2013 cohorts.

**Source:** VFA
Increase student learning

**Figure 17. Academic Challenge, CCSSE Benchmark**

**Academic Challenge**

*Definition:* Academic Challenge data points represent standardized composite scores of nine items related to the academic challenge benchmark as identified by CCSSE; these items relate to “the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance” (CCSSE, 2014). These scores are presented in comparison to a national cohort consisting of CCSSE participating schools for the past 3 years with a standardized composite score of 50 on each measure. The CCSSE survey is conducted biennially during the spring semester.

*Source:* Community College Survey of Student Engagement (CCSSE)

**Figure 18. Student Satisfaction with Educational Experience**

**Entire Educational Experience at CLC**

*Definition:* Data represent the percent of CCSSE respondents who indicated their entire educational experience at CLC was either good or excellent. Data are presented in comparison to an average rating among all participating Illinois Community College CCSSE respondents. The CCSSE survey is conducted biennially during the spring semester.

*Source:* Community College Survey of Student Engagement (CCSSE)
Definition: Learning Outcomes data represent the percent of respondents indicating very much or quite a bit in regard to how much their experience at CLC contributed to their knowledge, skills, and personal development in areas that align with current CLC student learning outcomes. The CCSSE survey is conducted biennially during the spring semester.

Source: Community College Survey of Student Engagement (CCSSE)

<table>
<thead>
<tr>
<th>CCSSE Survey Item (CLC Learning Outcome)</th>
<th>2010</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Critically and Analytically (Critical Thinking)</td>
<td>67.3%</td>
<td>65.2%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Writing Clearly and Effectively (Communication)</td>
<td>59.8%</td>
<td>59.9%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Speaking Clearly and Effectively (Communication)</td>
<td>56.2%</td>
<td>56.5%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Solving Numerical Problems (Quantitative Literacy)</td>
<td>51.5%</td>
<td>44.9%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Understanding People of Other Racial and Ethnic Backgrounds (Social and Cultural Awareness)</td>
<td>44.1%</td>
<td>44.9%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Using Computing and Information Technology (Technical and Information Literacy)</td>
<td>55.0%</td>
<td>56.4%</td>
<td>58.4%</td>
</tr>
</tbody>
</table>

Definition: The licensure pass rate is based on the number of students who passed licensure examinations in their field out of the total who tested from CLC. The most recently available licensure passing rates are for students taking the exam two years prior to the current fiscal year.

Source: CLC Dental Hygiene, Emergency Medical Technology, Medical Imaging Departments; ICCB; Illinois Department of Financial and Professional Regulation
Maximize Educational Opportunity and Equity

High school market share

<table>
<thead>
<tr>
<th>High School (Public Only)</th>
<th>2013</th>
<th></th>
<th>2014</th>
<th></th>
<th>2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2013 Graduate</td>
<td>Enrolled at CLC Fall 2013</td>
<td>% Enrolled at CLC Fall 2013</td>
<td>Spring 2014 Graduate</td>
<td>Enrolled at CLC Fall 2014</td>
<td>% Enrolled at CLC Fall 2014</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------</td>
<td>--------</td>
<td>--------------</td>
<td>--------</td>
<td>--------------</td>
<td>--------</td>
</tr>
<tr>
<td>Antioch High School</td>
<td>313</td>
<td>89</td>
<td>28%</td>
<td>331</td>
<td>84</td>
<td>25%</td>
</tr>
<tr>
<td>Deerfield High School</td>
<td>425</td>
<td>15</td>
<td>4%</td>
<td>431</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Grant Community High School</td>
<td>399</td>
<td>136</td>
<td>34%</td>
<td>405</td>
<td>135</td>
<td>33%</td>
</tr>
<tr>
<td>Grayslake Central</td>
<td>341</td>
<td>78</td>
<td>23%</td>
<td>325</td>
<td>88</td>
<td>27%</td>
</tr>
<tr>
<td>Grayslake North</td>
<td>402</td>
<td>105</td>
<td>26%</td>
<td>390</td>
<td>97</td>
<td>25%</td>
</tr>
<tr>
<td>Highland Park High School</td>
<td>540</td>
<td>24</td>
<td>4%</td>
<td>486</td>
<td>33</td>
<td>7%</td>
</tr>
<tr>
<td>Lake Forest High School</td>
<td>423</td>
<td>24</td>
<td>6%</td>
<td>435</td>
<td>23</td>
<td>5%</td>
</tr>
<tr>
<td>Lake Zurich High School</td>
<td>555</td>
<td>47</td>
<td>8%</td>
<td>511</td>
<td>48</td>
<td>9%</td>
</tr>
<tr>
<td>Lakes Community High School</td>
<td>350</td>
<td>85</td>
<td>24%</td>
<td>316</td>
<td>81</td>
<td>26%</td>
</tr>
<tr>
<td>Libertyville High School</td>
<td>486</td>
<td>42</td>
<td>9%</td>
<td>488</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Mundelein High School</td>
<td>515</td>
<td>135</td>
<td>26%</td>
<td>480</td>
<td>133</td>
<td>28%</td>
</tr>
<tr>
<td>New Tech @ Zion-Benton East</td>
<td>63</td>
<td>20</td>
<td>32%</td>
<td>79</td>
<td>35</td>
<td>44%</td>
</tr>
<tr>
<td>North Chicago Community High School</td>
<td>184</td>
<td>27</td>
<td>15%</td>
<td>174</td>
<td>39</td>
<td>22%</td>
</tr>
<tr>
<td>Round Lake High School</td>
<td>406</td>
<td>141</td>
<td>35%</td>
<td>387</td>
<td>144</td>
<td>37%</td>
</tr>
<tr>
<td>Adlai Stevenson High School</td>
<td>967</td>
<td>77</td>
<td>8%</td>
<td>912</td>
<td>71</td>
<td>8%</td>
</tr>
<tr>
<td>Vernon Hills High School</td>
<td>328</td>
<td>49</td>
<td>15%</td>
<td>340</td>
<td>52</td>
<td>15%</td>
</tr>
<tr>
<td>Warren Township High School</td>
<td>1,066</td>
<td>283</td>
<td>27%</td>
<td>1,040</td>
<td>292</td>
<td>28%</td>
</tr>
<tr>
<td>Wauconda High School</td>
<td>341</td>
<td>91</td>
<td>27%</td>
<td>281</td>
<td>63</td>
<td>22%</td>
</tr>
<tr>
<td>Waukegan High School</td>
<td>1,018</td>
<td>218</td>
<td>21%</td>
<td>923</td>
<td>227</td>
<td>25%</td>
</tr>
<tr>
<td>Zion-Benton High School</td>
<td>564</td>
<td>136</td>
<td>24%</td>
<td>497</td>
<td>113</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,686</strong></td>
<td><strong>1,822</strong></td>
<td><strong>18.8%</strong></td>
<td><strong>9,231</strong></td>
<td><strong>1,818</strong></td>
<td><strong>19.7%</strong></td>
</tr>
</tbody>
</table>

**Definition:** High school market share is the proportion of local public spring high school graduates who enrolled at CLC in the following fall term.

**Source:** High School Feedback Report
Figure 22. Dual Credit Enrollment

Dual Credit Students Enrolled by Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>650</td>
<td>846</td>
<td>1,073</td>
<td>1,140</td>
<td>1,268</td>
<td>1,292</td>
</tr>
<tr>
<td>Seats Taken</td>
<td>890</td>
<td>1,094</td>
<td>1,492</td>
<td>1,670</td>
<td>1,800</td>
<td>1,937</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3,335</td>
<td>4,094</td>
<td>5,330</td>
<td>5,905</td>
<td>6,311</td>
<td>6,674</td>
</tr>
</tbody>
</table>

**Definition:** Dual credit students are current high school students who are enrolled in a course through CLC that allows them to earn credit for both high school and college.

**Source:** Dual Credit Report

District market share

Figure 23. District Market Share, All Credit Students

Figure 24. District Market Share, College Level Students
Figure 25. District Market Share, Adult Education Students

**Definition:** Market share is the college’s headcount for the given fiscal year divided by the district population that is 16 years of age and older; population figures are one year behind the fiscal year (e.g. FY15 figure is based on the 2014 district population). Percent represents the ratio of the total population.

**Source:** Southern Illinois University- Edwardsville (Index of Need Tables) and Annual Profile of Students

Equity

Figure 26. Fall-to-Spring Retention of Minority Students

**Definition:** First-time, full-time, degree or certificate-seeking IPEDS cohorts were tracked from their initial fall term to the next spring term. Students who were retained include those who either graduated within the first fall term or remained enrolled in the next spring term.

**Explanation:** CLC provides services to students from historically-disadvantaged backgrounds in order to hold them to the same academic standards.

**Source:** Data warehouse and IPEDS
**Definition:** First-time, full-time, degree or certificate-seeking IPEDS cohorts were tracked from their initial fall term to the next spring term. Students who were retained include those who either graduated within the first fall term or remained enrolled in the next spring term. Students who were disbursed any need-based financial aid within their first year at CLC are considered to have received need-based financial aid. The comparison group includes all students who were not disbursed need-based aid in their first year.

**Explanation:** Students who received need-based aid usually have an economic disadvantage compared to other students. These students are tracked to monitor outcome equity between economically disadvantaged and advantaged students.

**Source:** Data warehouse and IPEDS

---

**Definition:** First-time, full-time, degree or certificate-seeking IPEDS cohorts were tracked from their initial fall term to the next spring term. Students who were retained include those who either graduated within the first fall term or remained enrolled in the next spring term. Students who have indicated that their parents did not graduate from a four-year college or university are considered first generation; students primarily provide this information on the CLC application.
Explanation: First generation students typically do not have parents with experience in navigating the college system. These students are tracked to monitor outcome equity between first generation students and continuing generation students.

Source: Data warehouse and IPEDS

Definition: The percent of students in the main VFA cohort who successfully completed (i.e. received a grade of A, B, C, or P) a college level math or English course, within two years of entering the college (e.g. fall 2013 to fall 2015), out of those demonstrating developmental need in math or English through placement test scores or enrollment in a developmental math or English course.

Source: VFA
**Figure 31. Progress through Developmental Math Course Sequence, by Gender**

Definition: The percent of students in the main VFA cohort who successfully completed (i.e. received a grade of A, B, C, or P) a college level math or English course, within two years of entering the college (e.g. fall 2013 to fall 2015), out of those demonstrating developmental need in math or English through placement test scores or enrollment in a developmental math or English course.

Source: VFA
Definition: The grade point averages (GPA) of Hispanic and African American men in relation to the average of all other students, regardless of gender, in college level courses for the fall and spring terms of each fiscal year.

Explanation: African American and Hispanic male students have historically had the lowest GPA compared to other racial ethnic groups and female students. Improving educational equity for African American and Hispanic males is one component of CLC’s Strategic Plan.

Source: Data warehouse

Definition: Need-based financial aid students were disbursed some need-based form of aid during the fall and/or spring terms of the fiscal year. All other students were not disbursed need-based aid in the fall or spring terms of the fiscal year. The term GPA of students for fall and spring terms is averaged within each year and student group (need-based financial aid students and all other students).
**Explanation:** Students who received need-based aid are considered to have an economic disadvantage compared to other students. These students are tracked to monitor outcome equity between economically disadvantaged and advantaged students. The term GPA of these two groups has remained fairly steady with some slight decline in the GPA of students who did not receive need-based aid in the fiscal year 2015.

**Source:** Data warehouse

---

**Definition:** First generation students are identified primarily based on self-reported data from the student application. Students whose parents have less than a Bachelor’s degree are considered first generation. All other students include those who did not indicate that they were first generation through the application. The term GPA of students for fall and spring terms is averaged within each year and student group (first generation and all other students).

**Explanation:** First generation students typically do not have parents with experience in navigating the college system. These students are tracked to monitor outcome equity between first generation students and continuing generation students. First generation students have had fairly consistent term GPA over the past five years. The average term GPA of first generation students has been slightly lower than other students between fiscal year 2011 and fiscal year 2014, but was the same (2.83) for first generation and all other students in fiscal year 2015.

**Source:** Data warehouse
Definition: First generation Pell recipients were disbursed Pell Grant funds during the fall and/or spring terms of the fiscal year and indicated that their parents have less than a Bachelor’s degree. All other students include continuing generation students who did not receive Pell as well as student who met only one criteria (Pell recipient or first generation). The term GPA of students for fall and spring terms is averaged within each year and student group (first generation Pell students and all other students).

Explanation: First generation Pell recipients are considered to have an economic disadvantage as well as less familiarity with navigating the college environment. These students are tracked to monitor equity in outcomes. Students who are first generation and were disbursed Pell Grant funds have consistently lower term GPA compared to all other students who are not first generation and/or did not receive Pell funds.

Source: Data warehouse
Promote Diversity, Global Engagement and Sustainability as Strengths within the College and Lake County Community

Recruit and retain underrepresented students, staff and faculty

**Figure 37. Faculty Race/Ethnicity Comparison**

Race/Ethnicity comparison of faculty, fall 2015

**Figure 38. Faculty Gender Comparison**

Gender comparison of faculty, fall 2015

**Definition:** The proportion of the county minority population is calculated using a projection for the prior year based on Census Bureau data. Percent minority represents the ratio of each minority group out of the total population, including those with unknown race/ethnicity. Gender is defined similarly.

**Source:** Fall Enrollment Report, American Community Survey, and Human Resources
Definition: The proportion of the county minority population is calculated using a projection for the prior year based on Census Bureau data. Percent minority represents the ratio of each minority group out of the total population, including those with unknown race/ethnicity. Gender is defined similarly.

Source: Fall Enrollment Report, American Community Survey, and Human Resources
Figure 41. Classified Employee Race/Ethnicity Comparison

Race/Ethnicity comparison classified, fall 2015

Figure 42. Classified Employee Gender Comparison

Gender comparison classified, fall 2015
Definition: The proportion of the county minority population is calculated using a projection for the prior year based on Census Bureau data. Percent minority represents the ratio of each minority group out of the total population, including those with unknown race/ethnicity. Gender is defined similarly.

Source: Fall Enrollment Report, American Community Survey, and Human Resources
Figure 45. Employee Experience in Regard to Diversity on Campus

CLC is Welcoming to Employees Without Regard to...

Definition: CLC developed and conducted an in-house employee diversity survey in fall 2013 to identify perceptions and experiences with diversity, discrimination, and harassment at the college. As part of the survey, employees were asked to indicate their agreement with the statement that “CLC is welcoming to employees without regard to…” a variety of characteristics such as gender, ethnicity, sexual orientation, and military veteran status. This item will be revisited in future employee surveys to monitor changes in employee perceptions. A student diversity survey is currently under development and will include the same ‘welcoming’ item as shown above.

Explanation: This item is an indication of the overall climate surrounding the diversity of faculty and staff at the college.

Source: Employee Diversity Survey
Apply sustainable best practices through all college operations to minimize the college’s impact on the environment.

**Figure 46. Campus Utility Consumption, by Peer**

**Energy cost per square foot by peer, FY 2013**

<table>
<thead>
<tr>
<th></th>
<th>Triton</th>
<th>Moraine Valley</th>
<th>Elgin</th>
<th>Joliet</th>
<th>Peer Average</th>
<th>Waubonsee</th>
<th>Oakton</th>
<th>CLC</th>
<th>Harper</th>
<th>DuPage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$0.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$1.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$2.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definition:** Energy cost per gross square-foot equals the cost of energy, divided by total square feet of building space.

**Explanation:** FY 2014 data not available currently for this measure.

**CLC’s peer institutions include:** College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College, Waubonsee Community College, and William Rainey Harper College.

**Source:** ICCB

**Figure 47. Estimate of CLC’s Carbon Footprint**

<table>
<thead>
<tr>
<th>FY 2014 Greenhouse Gas (GHG) Calculations</th>
<th>Scope 1</th>
<th>Scope 2</th>
<th>Scope 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Emissions generated on-site by burning of fossil fuels and use of chemicals</td>
<td>Emissions generated off-site and purchased for use by the college</td>
<td>Emissions generated by individuals commuting to and from campus</td>
</tr>
</tbody>
</table>
| **CLC Sources Measured**                  | • Natural gas  
  • Gas & diesel fleet  
  • Refrigerants  
  • Fertilizers | • Electricity  
  • Paper purchased | • Full and part time faculty, staff, & student travel |
| **Method**                                | ✓ Facilities metering  
  ✓ Natural gas budget | ✓ Facilities metering  
  ✓ Electricity budget  
  ✓ Purchasing receipts | ✓ Mass Transit Survey, Fall ‘09  
  ✓ IEPR office calculations |
| **Total**                                 | 4,762.04 MTC0²e | 15,359.35 MTC0²e | 12,314.55 MTC0²e |

**Definition:** The above table shows FY 2014 Greenhouse Gas (GHG) calculations using the Campus Carbon Calculator.

**Source:** Sustainability Plan
Global engagement

![Graph showing International Student Enrollment]

**Definition:** F1 students are visiting students who are attending CLC on a student visa. The number of students is an unduplicated count for each fall semester. These students are considered long-term students, those who are expected to attend the college longer than one semester.

**Source:** Center for International Education

![Graph showing Study Abroad Participation]

**Definition:** Study abroad students are those students who participate in programs or courses in countries outside the U.S.

**Source:** Center for International Education
Enable a Culture of Innovation, Excellence and Continuous Improvement

Each year the college undertakes at least three new initiatives aimed at continuous improvement, innovation and excellence. Campus initiatives are aligned with our obligations of accreditation with the Higher Learning Commission under its Academic Quality Improvement Program (AQIP). While fulfilling the requirements of the AQIP accreditation process, the college also voluntarily engages in initiatives that foster improvement, innovation and excellence. Below are some examples of the initiatives undertaken during the 2014-15 academic year.

AQIP project summary

College Readiness

College readiness is a national challenge that K-12 schools, higher education, and communities are working to address. This project allowed us to study and advance our college readiness and dual-credit programs and will focus on increasing student success. This project team developed the a definition for college and career readiness based on information gathered during our literature review, specifically the work of Professor David Conley, a nationally-recognized expert in issues related to college readiness. Students who are college and career ready have the knowledge and skills necessary to succeed in post-secondary and professional settings. These students:

- apply themselves in rigorous courses that provide essential foundational content.
- demonstrate higher order thinking skills to accomplish complex tasks.
- navigate the processes and meet the expectations unique to college and the workplace.
- engage in professional and academic behaviors necessary to persist and progress.

The project team focused on the last two bullet points of the definition. The team developed a list of topics to be covered in a college and career readiness program. It includes:

- Academic Habits (Organization, Time Management, Study Skills, Learning Styles, Critical Thinking, Test-taking Skills, Problem Solving, Note-Taking, Reading a Textbook, Active Listening, HS Course Selection)
- College Knowledge (College Knowledge, Financial Aid, College Expectations, Cultural Knowledge of College, Admission Requirements & Timelines, Deciding on Major, College Selection, Transitioning to College, Placement Measures/Test Prep., Types of Colleges 2 vs. 4yr, Costs of Attendance, Differences Between HS & College)
- Setting & Meeting Goals (Goal Setting, Self-Monitoring, Self-Responsibility, Self-Efficacy, Motivation, Life Plan, Commitment, Persistence)
- Professional Knowledge (Career Planning, Cultural Knowledge of the Workplace, Employer-Desired Behaviors, Understanding the Job Search Process, Writing a Resume, Developing Interview Skills)
- Life Skills (Life Skills, Financial Literacy, Self-Advocacy, Emotional Intelligence, Communication, Managing Stress, Healthy Lifestyles, Diversity, Building Support Systems, Teamwork)
- Other (Parent outreach, Training, Up-front cost of implementing the program at CLC, Cost to maintain program at CLC, Ease of implementation, Sustainability, Scalability, Potential for alignment to dual credit)
The team reviewed programs in the three categories below using an online evaluation tool in an effort to find a comprehensive program to implement at CLC.

- Current CLC initiatives (Education Talent Search, Personal Development Seminar, Success Workshops, Counseling, Advising, and Transfer Center, NSO, CLC College Readiness Department, Success in Science Course)
- Published college success curricula (Free ECMC Guides: Realizing the College Dream and Persist, *On Course* by Skip Downing, *P.O.W.E.R* by Robert Feldman, The College Process Guide by the National Association for College Admission Counseling, and *Your College Experience* by John Gardner and Betsy Barefoot)
- Other nation-wide initiatives (CUNY Start, Elgin Community College Resources, George Mason Early Identification Program, Pharr-San Juan-Alamo Independent School District, Show Me Scholars of Missouri, South Texas College - College and Career Readiness Resources, St. Phillips College Bound, University of California EAOP Program, ACES/ Montgomery County)

Rather than recommend one comprehensive program, the team determined it would recommend that the college develop its own program, using the strengths of the programs evaluated and CLC’s own initiatives. The team developed a list of workshops with titles, topics, and resources along with an implementation plan. The workshops were divided into four categories and are listed below.

- **Preparing for Success in College**
  - Paying for College
  - Academic Expectations
  - Transitioning to College
  - Applying to College

- **Planning for Success**
  - Knowledge of the Workplace
  - The Job Search Process
  - Life Planning
  - IN-DEPTH: Goal setting

- **Habits for Academic Success**
  - Time Management and Organization
  - Learning Styles
  - General Study Skills
  - Maximizing your Class Time
  - IN-DEPTH: Note-Taking
  - Test Success
  - Math Success
  - Managing Stress and Healthy Lifestyles

- **Prerequisites for Success (On Course Topics)**
o Personal Responsibility
o Motivation
o Self-Management
o Interdependence
o Self-Awareness
o Lifelong Learning
o Emotional Intelligence
o Belief in Self

Until the workshops are developed and the program is finalized, the team is unable to make specific recommendations about alignment to dual credit or program evaluation.

Source: AQIP Final Report

Writing across the Curriculum

The Writing across the Curriculum team was formed to explore the state of writing assignments and exercises at the College of Lake County. In particular the committee examined writing terms of faculty practices and student competencies. By doing so the committee identified areas for improving writing across the curriculum.

The team learned about the demands of writing at CLC, how well our students are meeting those demands, and how to conduct an institution-level assessment. The team accomplished this by designing and implementing a comprehensive faculty survey that received a relatively high response rate, spread evenly across the academic divisions. The team also designed and implemented an institutional assessment of student writing that gathered and analyzed data on 500 writing artifacts from 50 different assignments, representing 28 departments. The team analyzed the data from the survey and assessment, and developed action plans for communicating results, delivering evidence-based faculty development, running student focus groups, recommending future college-wide assessments, sustaining the project’s momentum.

An additional accomplishment that was not listed in the original project declaration was the strengthening of the Writing across the Curriculum program at CLC. Participation has broadened, visibility has increased, and the need for the program has been confirmed by the data. This study yielded a wealth of information about the range of written assignments (journal entry, essay, research, etc.) the goals of the intended assignment (critical thinking, demonstrating knowledge, grammatical form, or clarity). With this background the WAC coordinator is better able to provide professional training for instructors and consult with them about designing writing exercises that meet the college’s learning goals as well as the writing needs of specific course subjects or student career goals.

Source: AQIP Final Report

Transfer, Phase II

As Phase II of the Transfer Initiative is the production phase, the team has been dedicated to developing and implementing materials and processes that intend to facilitate process for a student
whose intent is to move from CLC to another institution for an advanced degree. In order to promote a “culture of transfer” there will need to be significant participation across the college that will impact student transfer. To begin, there must be leadership from all areas that touch a student in the transfer process - from admissions, counseling and advising, the transfer department, programs, faculty, staff and all areas of the college community. Students will need to identify early on their choice of educational path and will need to be provided guidance on the process.

Research conducted in the Transfer Initiative Phase I focus groups revealed that students primarily find transfer information by searching the websites of transfer schools. The students in the focus groups indicated that they had not thought of researching the CLC website for transfer information or did not find the website user-friendly toward transfer.

The Website subcommittee considered this information and conducted a review of the CLC website. The subcommittee concluded that there are a variety of techniques that can be utilized to make the website more user-friendly and a more significant location for transfer information. Strategies such as links to guide students to transfer information, a more prominent location for transfer information on the website, the addition of supplemental transfer materials as links to PDFs that guide the transfer process, and useful transfer materials should be made available on the website. As the focus groups from Phase I indicated a lack of student use in regards to transfer information, it would be important to change the website to make transfer a more visible option and resource for the CLC student population.

The Phase II committee had a goal of improving transfer materials. An extensive overview of transfer materials were reviewed and the committee found that there are limited transfer materials available other than the transfer guides on the website. Although these are used extensively by counselors and program faculty in their advising, general transfer information is not readily available to students to access. The committee worked in conjunction with Public Relations to develop a “CLC +2” brochure that explains the transfer process and includes a transfer process checklist – a user friendly document that guides the transfer student through an active transfer process. An ongoing review of transfer materials, updates to existing materials, and development of new transfer materials to promote transfer is recommended by the committee.

Source: AQIP Final Report

Wellness initiative summary

Wellness programming at CLC has experienced significant growth during fiscal year 2015. Employees had a chance to participate in CLC’s first-ever employee wellness program. Fall and spring terms included the launch of comprehensive offerings that included an online course and certification, massage therapy, personal fitness training, and health and wellness coaching. 92% of participants completed the program, and despite the fact that they had to travel a relatively significant distance (Southlake Campus), over 75% said that they would register again. Here is a quote from one of the participants:

“(The Online class and certification) educated me on the difference between health/fitness/wellness and how all components (mind, body, spirit, emotional, financial, etc.) of wellness are important to your whole-being. The trainer provided me with a 20 minute exercise routine that has been very helpful. The wellness coach gave me “doable” goals and food for thought for future goals. And massages!! Need I say more?”
Fiscal year 2015 also brought the official development and approval of The Health and Wellness Commission. This shared-governance group joins many others, and helps to ensure the continued commitment to the health and well-being of all of our stakeholders. In addition to employee wellness, Health and Wellness Promotion (HWP) students and faculty continued important work with many community organizations, including the Chicago Blackhawks, American Medical Association, National Wellness Institute, Lake County Health Department, Pathfinder Health, Illinois Critical Access Hospital Network, and others.

Source: Wellness Committee

Facility master plan summary

Café Addition and Core Remodeling:
- Foundation work in the new Café site began this week
- In-fill court yard excavation underway
- Demolition work in Tiered Lecture Hall B159, Main Lobby, and Checkerboard Court nearly complete
- New directories in place along the temp wall in the Connecting Link to help Fall semester students/faculty navigate safely around construction boundaries

Geothermal:
- The first portion of the walking path nearly complete up to the Café site
- Future expansion of the walking path will encompass Willow Lake
- Pressure testing of lateral piping continues
- Main vault is being installed

A&B Remodel – Temporary Locations and Upcoming moves:
- Student Development has been relocated to swing space in the E Building in anticipation of construction work
- Air Handler Pre-Purchase for A&B Remodel, bids due – 9/1
- Construction Bid Documents are being prepared, anticipating October bidding

Southlake:
- Construction underway, footings have been poured
- Steel erection due to start 9/16
- Site work delayed due to unexpected piping discovered during excavation
- Scheduled completion end of February, 2016

Campus Signage:
- Construction scheduled to late-October
- Monument Sign bids received on 8/25, will present at September Board for approval

Science Building Addition & Renovation (CDB Project):
- Construction will continue for the Science Building project during the State budget negotiations
- Structural steel arrived on site
- Geo-Thermal well drilling work continues
- Scheduled completion by July, 2016

Construction Forecast:
- Drilling for the Micropiles in the in-fill court scheduled for 9/8
- Café site foundation pouring to begin mid-September
- HVAC ducting work on second floor to begin mid-September
- Demolition work to continue inside of the Main Lobby and in-fill court

Source: Facility Master Plan Update #97, week of September 4, 2015

Faculty and Staff Recognition

The first phase of the Paralegal program’s reaccreditation has been successfully completed as of September 2015. Reaccreditation by the American Bar Association (ABA) is a two-step process consisting of a thorough self-study followed by a site visit by an ABA accrediting team. The self-study was submitted in the summer and accepted early in September by the ABA. A site visit by the ABA is planned for February 18-19, 2016.

The Lake County Coalition to Reduce Recidivism awarded the “Educator of the Year Award” in October 2015 to Warren Thomas, Student Support and Repatriation Services Coordinator at the Adult Basic Education, GED & ESL Division. The Coalition to Reduce Recidivism is an organization comprised of Lake County social service and criminal justice agencies, educational institutions, health care providers, community based organizations, and faith-based organizations. Its mission is to assist ex-offenders with felony or misdemeanor convictions in becoming productive members of the community by helping them find employment and get the education that they need. He received this award for the effective leadership he has demonstrated in encouraging, training, and teaching ex-offenders what they need to be career ready. He teaches Adult Education classes at CLC, works closely with the Lake County Job Center where he conducts regular workshops and provides employment services assistance, coordinates with the Lake County Jail in providing GED instruction to inmates, and volunteers at various organizations.

Ryan Cumpston, Earth Science instructor, participated in presentations at the Regional Summit on Environmental Education. The June 8 event was hosted at NIU. Environmental educators from community colleges and high schools discussed how to help students succeed in their desired fields of environmental study.

Adult Education full-time faculty members Mary Lynn Carver, Tania Giordani, Ditra Henry, Anna Kan, and Mary Beth Selbo, played active roles and participated in the Division’s new initiatives in FY15 to meet the state’s performance targets as measured by educational level gains. They worked with Adult Education administration, staff, and adjuncts on strategic action projects which enabled the division to surpass the state’s target and remove our program from the ICCB probationary status.

The National League for Nursing (NLN) is the premier organization for nursing faculty and leaders in nursing education. Carmella Mikol, full time Nursing faculty, began the process of forming the Illinois League for Nursing several years ago and the Illinois League for Nursing was approved by the NLN Board of Governors. Carmella serves as president of the ILN and their inaugural meeting was
held in mid-October, 2015. The National and Illinois Leagues for Nursing promote excellence in nursing education to build strong and diverse nursing workforces to enhance healthcare. Membership includes nurses, nurse educators, nurse faculty, and nursing students who represent all nursing educational programs.

Scott Palumbo, full-time Anthropology faculty, was awarded an Anthropology Research grant from the National Science Foundation. This $75,000 grant is for the project entitled, “A Long Term Perspective on Middle American Ecology and Political Economy,” will from September 2015 through August 2017. Scott will conduct archeological research in Panama with students from CLC.

Jeff Varblow, full-time Accounting faculty, was the 2015 recipient of the Illinois CPA Society’s Outstanding Educator Award. This award recognizes excellence in teaching, active student motivation and mentoring, educational innovation, and contributions to the academic community and to the accounting profession.

Jenny Lee, full-time English faculty and Women’s Center Coordinator, was recently elected to the Executive Committee of the Board of Directors at Hanul Family Alliance and at KAN-WIN, Chicagoland organizations that provide services to immigrant elderly and survivors of domestic violence. KAN-WIN is partnering with CLC SaVE and the Women’s Center for domestic violence and sexual assault prevention/awareness events in 2015-2016.

Rob Twardock, full-time Engineering faculty, coordinated a one-year transfer agreement with the UIC – Urbana-Champaign for CLC engineering students. An official agreement was finalized in July 2015 allowing CLC students to earn University of Illinois credit while also being enrolled as CLC/UIC students.

Page Wolf, full-time Instructional Development faculty, completed a 4-year term as president of the Chicago Area Faculty Development Network (CAFDN).

Jon Sprague and Jeff Mudrock, full-time Math faculty, coordinated student participation in the Spring 2015 AMATYC (American Mathematical Association of Two Year Colleges) Math Competition. The College of Lake County placed 1st in the state of Illinois (out of 16 schools) and 4th in the MIDWEST conference (out of 30 schools).

Source: Faculty Recognition Presentation, Fall 2015 Staff Development Week.
Student Recognition Artistic, Academic, or Athletic Achievements

Four College of Lake County career and technical education students competed and earned medals at the SkillsUSA Illinois State Conference, held April 25 in Springfield.

Seventeen Computer Information Technology students enrolled in the course Offensive Tactics in Cybersecurity participated in a semester-long competition organized by the National Cyber League. CLC was one of 63 colleges and universities participating in the competition, which had a total of 828 student participants. Three of our students were in the top 10%, and half of our students were in the top 25%.

Source: Provost Council weekly updates and Public Relations
Operational Performance Measures

Sustainability

**Figure 50. Sustainability Performance Metrics**

<table>
<thead>
<tr>
<th>Sustainability Performance Metric</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of food purchased from locally-grown or on-campus sources</td>
<td>0%</td>
</tr>
<tr>
<td>Pounds of food scraps composted in one day</td>
<td>6 lbs.</td>
</tr>
<tr>
<td>Square footage of best management practices (BMPs) installed for enhanced storm water management</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of campus grounds converted to natural areas and native landscaping</td>
<td>29%</td>
</tr>
<tr>
<td>Number of employees attending sustainability courses</td>
<td>40</td>
</tr>
<tr>
<td>Employee participation in sustainability initiatives</td>
<td>--</td>
</tr>
<tr>
<td>Percentage of products purchased with environmentally or socially responsible specifications</td>
<td>--</td>
</tr>
<tr>
<td>Percentage of products containing VOCs</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of students and employees engaged in alternative transportation strategies</td>
<td>11%</td>
</tr>
<tr>
<td>Number of campus fleet vehicles utilizing alternative technologies</td>
<td>2/21</td>
</tr>
<tr>
<td>Quantities of C&amp;D debris diverted from waste stream</td>
<td>42%</td>
</tr>
<tr>
<td>Decrease in solid waste disposal</td>
<td>--</td>
</tr>
<tr>
<td><strong>Annual reduction in water use</strong></td>
<td>--</td>
</tr>
<tr>
<td>Number of Sustainability-focused or Related credit courses</td>
<td>12</td>
</tr>
<tr>
<td>Number of credit programs and departments which include a Sustainability-Focused or Related courses</td>
<td>4</td>
</tr>
<tr>
<td>Number of graduates from Sustainability-focused programs</td>
<td>24</td>
</tr>
<tr>
<td>Number of sustainability outreach campaigns for students</td>
<td>25</td>
</tr>
<tr>
<td>Number of students engaged in peer-to-peer outreach</td>
<td>0</td>
</tr>
<tr>
<td>Number of courses and trainings offered related to sustainability and green jobs</td>
<td>26</td>
</tr>
<tr>
<td>Number of students and community members impacted by workforce educational opportunities</td>
<td>77</td>
</tr>
<tr>
<td><strong>Number of community members reached via social media</strong></td>
<td>274</td>
</tr>
<tr>
<td>Number of community sustainability events hosted on campus and within the region</td>
<td>26</td>
</tr>
<tr>
<td>Number of community members participating in the Community Partners for Sustainability in Lake County</td>
<td>34</td>
</tr>
<tr>
<td>Number of community members participating in the annual Lake County Green conference</td>
<td>100</td>
</tr>
</tbody>
</table>

**Definition:** GHG Emissions by Scope indicates the distribution of greenhouse gases (GHG) between those different scopes. GHG Emissions by Sources identifies sources of emissions in each scope and GHG Emissions 2009-2014 illustrates past trends.

**Source:** Sustainability Master Plan
**Student-Faculty Ratio**

*Figure 51. Student-to-Faculty Ratio*

<table>
<thead>
<tr>
<th>College</th>
<th>Student-to-Faculty Ratio, fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waubonsee</td>
<td>40</td>
</tr>
<tr>
<td>Moraine</td>
<td>40</td>
</tr>
<tr>
<td>Joliet</td>
<td>30</td>
</tr>
<tr>
<td>Harper</td>
<td>30</td>
</tr>
<tr>
<td>Triton</td>
<td>30</td>
</tr>
<tr>
<td>Peer Average</td>
<td>30</td>
</tr>
<tr>
<td>Elgin</td>
<td>30</td>
</tr>
<tr>
<td>DuPage</td>
<td>30</td>
</tr>
<tr>
<td>Oakton</td>
<td>30</td>
</tr>
<tr>
<td>CLC</td>
<td>30</td>
</tr>
</tbody>
</table>

**Definition:** This ratio equals student headcount per faculty member for the fall term. The number of faculty are based on full-time equivalency (FTE).

**Source:** ICCB

**CLC’s peer institutions include:** College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College, Waubonsee Community College, and William Rainey Harper College.

**Student-Administrator Ratio**

*Figure 52. Student-to-Administrator Ratio*

<table>
<thead>
<tr>
<th>College</th>
<th>Student-to-Administrator Ratio, fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>DuPage</td>
<td>600</td>
</tr>
<tr>
<td>Moraine</td>
<td>600</td>
</tr>
<tr>
<td>Joliet</td>
<td>500</td>
</tr>
<tr>
<td>Peer Average</td>
<td>500</td>
</tr>
<tr>
<td>Oakton</td>
<td>300</td>
</tr>
<tr>
<td>Waubonsee</td>
<td>300</td>
</tr>
<tr>
<td>Harper</td>
<td>300</td>
</tr>
<tr>
<td>Triton</td>
<td>300</td>
</tr>
<tr>
<td>CLC</td>
<td>300</td>
</tr>
<tr>
<td>Elgin</td>
<td>300</td>
</tr>
</tbody>
</table>

**Definition:** The student-to-administrator ratio equals the number of students per administrator during the fall terms.

**Source:** ICCB
CLC’s peer institutions include: College of DuPage, Elgin Community College, Joliet Junior College, Moraine Valley Community College, Oakton Community College, Triton College, Waubonsee Community College, and William Rainey Harper College.

Space Utilization

**Figure 53. Peak Class Room Utilization, Mornings**

Morning Peak Utilization Rates for Classrooms

- Fall 2014
- Spring 2015

**Figure 54. Peak Classroom Utilization, Evenings**

Evening Peak Utilization Rates for Classrooms

- Fall 2014
- Spring 2015

**Definition:** Morning peak times are 9:00am-12:00pm and evening peak times are 6:00pm-9:00pm. All general purpose smart rooms are included, but specialty spaces (such as labs, computer labs, or conference rooms) are not included.

**Source:** Educational Affairs
**Grant Funding**

<table>
<thead>
<tr>
<th>Grant Funding</th>
<th>Actual FY 2013</th>
<th>Actual FY 2014</th>
<th>Budget FY 2015</th>
<th>Budget FY 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICCB Grant Revenue</td>
<td>$13,405,909</td>
<td>$10,286,968</td>
<td>$10,300,102</td>
<td>$9,986,553</td>
</tr>
</tbody>
</table>

**Definition:** The amount of ICCB grant revenue is based on receipt of dollars from the state of Illinois.

**Source:** Annual Budget Fiscal Year 2016 Report

**Foundation Fundraising**

<table>
<thead>
<tr>
<th>Financial Aid Funds Raised by Source</th>
<th>FY 2015</th>
<th>FY 2014</th>
<th>FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions and gifts</td>
<td>$813,906</td>
<td>$576,617</td>
<td>$924,082</td>
</tr>
<tr>
<td>Special events revenue</td>
<td>$351,541</td>
<td>$291,264</td>
<td>$269,466</td>
</tr>
<tr>
<td>Donated services</td>
<td>$543,186</td>
<td>$473,447</td>
<td>$369,961</td>
</tr>
<tr>
<td>Other noncash donations</td>
<td>$179,215</td>
<td>$31,560</td>
<td>$88,626</td>
</tr>
<tr>
<td>Total public support</td>
<td>$1,887,848</td>
<td>$1,372,888</td>
<td>$1,652,135</td>
</tr>
</tbody>
</table>

**Definition:** The revenue by categories represents private donor data to the CLC Foundation.

**Explanation:** FY 2015 totals are preliminary amounts, while those of FY 2014 and FY 2013 are the audited amounts.

**Source:** Audited Financials

**Non-Academic Department Review Summary**

The Illinois Community College Board expects that each operational unit of the college undergoes a process of reviewing its operations every five years. While the ICCB is not prescriptive about how these reviews are performed, CLC uses this periodic review to systematically and carefully examine its non-academic procedures, staffing, and equipment. Through this process the departments, department directors and senior college leadership engage in long-term planning for the departments and make informed decisions about the departments’ needs related to goals and effectiveness measurement, equipment, human-resources, budgeting, and organizational structure. During the intervening years, operational units are expected to provide divisional leadership with an annual update. During fiscal year 2015 the units undergoing review included the Library, the Counseling, Advising & Transfer Center and the Office for Students with Disabilities.
Library

The Library provides access to carefully selected materials that support the various educational and curriculum needs of our students, faculty, and staff. The library houses more than 143,000 print materials, provides access to electronic resources including nearly 100 databases and electronic resources, contains thousands of electronic journals, and holds more than 39,000 e-books. The library also maintains individual and group study space. All services and collections maintained and supported by the faculty librarians and staff contribute to student success.

Since the last program review, the Library improved library instruction and the further development of the library embedded program, which are two services that bring library research skills into the classroom. Library loan and fine policies were modified to improve enrollment and retention. Significant work has been made in designing the new Lakeshore Library, updates and improvements to Southlake Library, as well as a plan for the future remodel of Grayslake Library.

The Library has worked on the expansion of the electronic collection since last review. A conscious effort was made to further develop the electronic collection to include additional electronic serials, books and databases. This includes thousands of electronic journals, millions of journal articles, and more than 50,000 electronic books. This electronic collection provides students greater access to library resources with remote 24-hour availability.

Advising

The Advising office provides academic advising for all new students until they reach the 25 credit hour mark. The objective of the advising process is to successfully transition new students into the College of Lake County by helping them establish goals and a plan for completion. The academic advisor is a generalist, focused on getting the student established at the college, helping him create academic and career goals, drafting a plan for completion of goals, and making appropriate referrals. When the student is integrated, at about the 30 credit hour mark, they should be prepared to transition to more specialized advising with a faculty advisor (career programs) or counselor (transfer programs).

In the past two years, the program has seen significant changes in the advising model. The advising office provides advising for all new students until they reach 25 credit hours at which time they move on to counseling for advising. In the last two years the advising model has evolved within New Student Orientation to include a 30 minute advising session with all new students. This session includes development of an Academic Plan as well as establishing educational goals. Students who are undecided or deciding are guided immediately to career counseling to assist the student in researching and developing an educational goal.

Another change was the restructuring of the former First Year Experience program. Advisors and the Manager of New Student Programs developed a comprehensive programming initiative geared toward offering student support through workshops, events and study zones. Student success initiatives across the campus were identified and compiled into a calendar hosted on the college website that indicates the various initiatives and their offerings. The 2015 spring and summer orientations are currently piloting an initiative which will now assign an advisor to students when they attend orientation. The advisor that sees a student in orientation becomes an assigned advisor to that individual.
After orientation, the advisor follows up with the student to monitor his or her progress after the start of classes. The students are encouraged to reconnect with their advisor for future educational planning. A review of the pilot will take place and recommendations on continuance of this model will be proposed.

Since last review, the advising department has expanded its advising to include all campuses during peak times. When a student who has attained fewer than 25 credits visits any of the CLC campuses they are guided to an advisor to assist with monitoring their educational progress.

**Counseling**

The College of Lake County Counseling Department offers academic, personal and career counseling. Counseling is a short-term, interpersonal, theory based and goal oriented process guided by qualified counselors to assist students. Students transition from advising center staff to counselors when they have met the 25 or more credit milestone to ensure they are meeting criteria for graduation and transfer. The counseling process is geared toward enhancing students’ self-understanding and awareness, improve decision-making skills and experience personal growth.

The most important project initiated in most recent years has been the integration of the career counseling component within the Counseling department. Prior to 2014, the career counseling component was offered through Career and Placement Service. In 2014, the Career and Placement Services transitioned into the Counseling, Advising, and Transfer Center. With this transition, the career counselors in both areas were charged with integrating the career counseling services into one location. This streamlined the process for students to interact with career counselors, to provide a more centralized career counseling, and to integrate the career counselors into the Counseling, Advising, and Transfer Center. With these changes, students can access career counseling more easily and the advisors can guide students in a more streamlined process to career counseling.

Academic and personal counseling have been major department processes since the inception of the Counseling department. These counseling processes have been well-defined throughout the institution. Students who need to access the counseling department will enter the counseling office and sign in to see a counselor. The Counseling department utilizes the SARS system to schedule appointments and document counseling notes. These processes are well-defined among the staff and the process is an easily accessible, fluid process.

Due to the increased need in mental health counseling, the counseling department developed a crisis response component on all campuses. The counseling department has reviewed its processes and procedures and identified some areas that the counseling department will be addressing. The results of this review include:

- After-crisis follow up with suicidal or hospitalized students
- Review of the career counseling initiative to determine success/changes

The counseling department expects to maintain quality and effectiveness in its processes and procedures while meeting student needs. In regards to career, academic and personal counseling, the counseling department will strive to ensure that all aspects of counseling are provided to students who desire to seek out these services. Access to counseling is constantly under review, including access to counseling at all campuses.
Office for Students with Disabilities

The Office for Students with Disabilities (OSD) functions as the location for students with a disability to disclose the need for accommodations and receive assistance. The function of OSD is to supply the student with equal access to academic material and the college environment. Many changes took place since the last program review including the revision and “greening” of the note-taker process, streamlined alternate media process, additional of staff to meet need, and new equipment.

One of the more significant changes was the creation and usage of a satisfaction questionnaire by OSD, which allows the department to determine areas in need of improvement and areas of strength in relation to the services provided and in meeting the needs of the stakeholders seeking services. As a result of this review, ODS revised standards and practices. The on-line test request forms were determined to be an area requiring more immediate changes. The current process, though working, would better serve the college community by making necessary forms to move through the process available from start to finish via online format.

In addition, the department expects to take a closer look at procedures for payment for interpreting services when dealing with non-student issues. It is expected the college will provide services, yet billing for services would occur through the contracting department. This will help the department and college better manage fiscal responsible related to services from this department and improve tracking for future budgeting needs.

Source: Five-year Non-Academic Department Review report summaries

Academic Department Review Summary

This academic year was the ninth year for the Academic Department Review Committee (ADRC). This committee was created, in part, based on recommendations from one of the college’s Academic Quality Improvement Program (AQIP) team working on assessment of general education learning outcomes from 2003 to 2006. The ADRC’s primary mission is to facilitate the academic department review process, which applies to general education, career, and cross disciplinary programs. ADRC is a sub-committee of the Curriculum Commission, which makes recommendations pertaining to the development and evaluation of curricular offerings and reviews and evaluates all matters pertaining to the curricular offerings at the college. During the 2014-2015 academic year, ADRC heard presentations by 15 different programs. Recommendations from ADRC were forwarded and approved by the Curriculum Commission in May. ADRC is also responsible for approving any changes to the academic department review process. A summary of this year’s academic department reviews, and proposed changes to academic department review are presented in this section.
A summary of the recommendations by the ADRC committee are included in the following table:

<table>
<thead>
<tr>
<th>Division</th>
<th>Program</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS</td>
<td>Horticulture</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>BHS</td>
<td>Nursing</td>
<td>Moved to next year</td>
</tr>
<tr>
<td>COM</td>
<td>ART</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>COM</td>
<td>Dance</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>COM</td>
<td>Humanities</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>COM</td>
<td>Music</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>COM</td>
<td>Library Technical Assistant</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>COM</td>
<td>Philosophy</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>COM</td>
<td>Theater</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>COU</td>
<td>Personal Development</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>EMPS</td>
<td>CAD</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>EMPS</td>
<td>Civil Technology</td>
<td>Significantly modified with update next year</td>
</tr>
<tr>
<td>EMPS</td>
<td>Engineering Technology</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>EMPS</td>
<td>Mechanical Engineering Tech</td>
<td>Moved to 2015-2016</td>
</tr>
<tr>
<td>EMPS</td>
<td>Machine Tool Trades</td>
<td>Accepted with minor changes</td>
</tr>
<tr>
<td>LIB</td>
<td>Library Instructional Programs</td>
<td>Accepted with minor changes</td>
</tr>
</tbody>
</table>

During the summer of 2015, the ADRC committee held its sixth annual workshop to identify improvement areas for Academic Department Review processes and structures. It was agreed that several questions could be better clarified if the rubric used by the committee were improved and made more available as the chairs respond to the questions. Other report areas will be revised to better reflect the additional data available in the data warehouse. It was also decided to rearrange the milestones giving more time to digest the data and use it to inform the rest of the report.

*Source:* Academic Department Review reports