Strategic Planning FY 2023-2027
"Growing the Laker Advantage!"

Bi-Annual Report to the Board of Trustees

July 12, 2024

ENGAGING MINDS, CHANGING LIVES, THROUGH THE POWER OF LEARNING.

CARING
TEAMSHIP
COMMUNICATION
EXCELLENCE
INNOVATION

MISSION · VISION · VALUES

Lake Land College creates and continuously improves an affordable, accessible and effective learning environment for the lifelong educational needs of the diverse communities we serve.

LAKE LAND COLLEGE

Table of Contents

Update from the President:

We present the third *Strategic Plan Bi-Annual Report* for the FY 2023-2027 planning cycle to the Board of Trustees and College community.

In the fall of 2021, we launched a planning process that was deliberately inclusive of the College's internal and external stakeholders, garnering valuable feedback from students, employees, K-12 leaders, and community, business and industry partners. Thank you to our College and District community for this important feedback that helped us create an environmental scan and the FY 2023-2027 Strategic Plan – "*Growing the Laker Advantage*."

As symbolized by our mission, vision and values growth tree graphic, we are deeply rooted in and very proud of our mission to create and continuously improve an affordable, accessible and effective learning environment for the lifelong needs of the diverse communities we serve. However, to continue our proud tradition, and based upon data in the extensive environmental scan, we know we must continually grow and innovate to ensure we offer the very best educational experience for our students – today, tomorrow and for years to come.

"*Growing the Laker Advantage*" has four key focus areas:

1. Student equity and success – teaching and learning;
2. Student equity and success – processes and student support;
3. Institutional and employee excellence; and
4. Partnerships to enhance student success.

This report details years one and two progress we have made with strategic projects that support the goals and objectives in our plan and in alignment with our four focus areas. We are proud that this is a collaborative effort across all departments, divisions and units of the College, with numerous College employees either leading and/or participating on one or more teams for a specific strategic initiative.
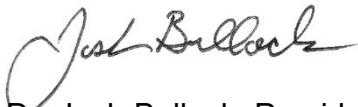
As with previous planning cycles and in an effort to provide transparency and accountability, we provide strategy status updates on 111 projects we have identified to pursue at various times within the five-year planning cycle. To date, we are meeting progress targets for 75 projects and we have completed or achieved 16 projects.

For some of the projects, we have intentionally placed them on hold or slated them for a future start date within the five-year planning cycle. For example, we want to first further develop a broader equity plan before we re-evaluate our College's value statements so that we do so through a diversity, equity, inclusion and belonging (DEIB) perspective.

Please note that nine additional strategic projects cross-reference the Guided Pathways Strategic Enrollment Management Plan (GPSEM). The College's Associate Dean of Enrollment Management leads the GPSEM planning process and provides a separate GPSEM progress update each year to the Board of Trustees.

As we have expanded our data analytics capacity in recent years, all college-level metrics or key performance indicators (KPIs) which we regularly monitor for student success and institutional effectiveness are now publicly available and regularly updated via our Data Digest web page and Tableau visualization software tool. However, we will continue including a snapshot of the KPIs in our strategic plan bi-annual reports and we will continue providing our monthly data point updates during each regular meeting of the Board of Trustees for an in-depth review of specific metrics.

Thank you to the College community for your collective commitment to make our strategic plan a living and dynamic process so that we meet the changing needs of our students and put student success at the heart of every decision we make and every effort we undertake. Together, we engage minds and change lives through the power of learning.

Dr. Josh Bullock, President

KEY FOCUS AREAS

1. STUDENT EQUITY & SUCCESS - TEACHING & LEARNING

2. STUDENT EQUITY & SUCCESS – PROCESSES & STUDENT SUPPORT

3. INSTITUTIONAL & EMPLOYEE EXCELLENCE

4. PARTNERSHIPS TO ENHANCE STUDENT SUCCESS

HOW WILL THE COLLEGE MEASURE SUCCESS?

STUDENT EQUITY & SUCCESS

* Retention, persistence and completion rates
* Enrollment trends
* Graduation and transfer rates
* Affordability
* Student matriculation - percentage of high school graduates choosing Lake Land College for postsecondary education
* Diversity, equity, inclusion and belonging – disaggregated data for underrepresented groups

INSTITUTIONAL & EMPLOYEE EXCELLENCE

* Assessment and Program/Institutional Reviews
* Data dashboards and reporting
* Employee retention and engagement – annual climate assessment or survey

PARTNERSHIPS

* Student internships/apprenticeships and employer satisfaction
* Expansion of dual credit
* Expansion of short term training and credentials
* Expansion of funding sources

LAKE LAND COLLEGE 2023-2027 STRATEGIC PLAN MATRIX

Lake Land College creates and continuously improves an affordable, accessible and effective learning environment for the lifelong educational needs of the diverse communities we serve.

FOCUS AREAS	1. STUDENT EQUITY & SUCCESS - TEACHING & LEARNING	2. STUDENT EQUITY & SUCCESS – PROCESSES & STUDENT SUPPORT	3. INSTITUTIONAL & EMPLOYEE EXCELLENCE	4. PARTNERSHIPS TO ENHANCE STUDENT SUCCESS
GOAL STATEMENTS	**A.** Provide effective and innovative instruction for traditional and non-traditional students. **B.** Offer programs, multiple modalities and flexible schedules that meet student and community demand for a 21ST century workforce.	**A.** Improve retention, persistence and completion. **B.** Close equity gaps and support student access and affordability.	**A.** Invest strategically in personnel, facilities, technology and equipment. **B.** Support and engage employees through enhanced communication and inclusive practices.	**A.** Advance relationships among education, community and workforce partners to support job readiness, local industry and workforce development. **B.** Strengthen and continually support transfer options and career pathways.
PRIORITY OBJECTIVES	**1.** Research, design, and implement high quality, innovative teaching and learning solutions to support new and re-imagined modalities and flexible student schedules. **2.** Ensure students leave Lake Land with essential skills for employment. **3.** Implement associate degree, diploma and targeted short-term technical programs, certificates, and credentials to meet 21ST Century workforce demands. **4.** Employ innovative practices to support students and reduce time in remedial coursework.	**1.** Provide and connect students to the technology tools, support and service delivery options that will ensure more user-friendly and equitable student access and outcomes. **2.** Operationalize the **separate Strategic Enrollment Management Plan within the Guided Pathways** framework to elevate recruitment, retention and completion. **3.** Enhance predictive modeling to support student success and the Guided Pathways framework. **4.** Provide and connect students to wrap-around services to holistically support students and their human experiences, with an emphasis on mental health. **5.** Design strategies to more effectively communicate with students and prospective students. **6.** Identify and redesign college processes and practices to eliminate pain points and unnecessary barriers for student access and success. **7.** Implement an institutional diversity, equity, inclusion and belonging plan to provide a welcoming, safe and supportive environment for all students. **8.** Engage unserved and underserved populations.	**1.** Enhance employee engagement, communication and a sense of belonging (inclusion). **2.** Expand data-driven decision making and assessment to support employee, academic and institutional accountability. **3.** Modernize equipment, facilities and grounds to support a diverse learning environment. **4.** Strengthen support for faculty and staff technology tools and professional development to improve student learning experiences, including leadership development. **5.** Become a preferred employer by providing a flexible working environment, paying competitive wages, and offering valued benefits. **6.** Emphasize innovative, future-focused planning at every level of the College. **7.** Celebrate internally and showcase externally the advantage of a Lake Land educational experience.	**1.** Engage students at all levels of district K-12 schools. **2.** Increase district high school student participation in dual credit and dual enrollment partnership opportunities. **3.** Expand corporate partnerships, work-based learning opportunities and apprenticeship programs. **4.** Grow and leverage relationships that support student access, funding and needs. **5.** Strengthen and expand transfer pathways with four-year institutions. **6.** Enhance programming and services for IDOC and IDJJ students.

Strategic Plan 2023-2027 – Project Legend

Number of Projects		
16	Achieved - strategy development complete	Project has been completed
75	Meeting progress target	Project is on target and continuing to see activity
4	Not Meeting progress target	Project is not on planned target but will still be active
1	Future Project	Project is planned to be started in future years of the plan
4	Project placed on hold	Project was not started as planned but will be in the future
9	Guided Pathways Project	Project is associated with the Guided Pathways Student Enrollment Management Plan and is reported separately
2	Abandoned	Project was determined to not be effective and has been cancelled.

Strategic Plan 2023-2027 - Projects

Focus Area 1: Student Equity & Success - Teaching & Learning

A. Provide effective and innovative instruction for traditional and non-traditional students.

B. Offer programs, multiple modalities and flexible schedules that meet student and community demand for a 21st century workforce.

Objective 1: Research, design, and implement high quality, innovative teaching and learning solutions to support new and re-imagined modalities and flexible student schedules.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Study the needs of working and non-traditional learners and develop relevant learning solutions and delivery modalities.			
Identify opportunities for hybrid programs for technical training and implement hybrid and open lab models. **Progress update 2024:** Applied engineering has been funded by the National Science Foundation to experiment with competency-based education (CBE) and open labs with classes starting fall of 2025. The Illinois manufacturing workforce ecosystem document has been completed and the College is looking at adoption at a college level for fall 2025.	Michael Beavers		FY23 FY24 **Meeting progress target**
Enable more Hybrid-Flexible or HyFlex courses for students. **Progress update 2024:** • Installed Hyflex in Northeast 104 for Marc Dalponte, Biology Instructor for Math/Sciences Division • College performed renovations in Neal Hall so we upgraded many of the HyFlex rooms once they were reinstalled after the building renovations. Worked months with Mike Rudibaugh to improve room 106 for his needs. HyFlex systems were not reinstalled in 2 rooms (rooms 101 & 113) that Dental Hygiene and Nursing will not be using. These systems will be stored as spares for new HyFlex installs or replacements for broken equipment. • ISS gathered a list of all of the HyFlex issues from users and met with Sean Brown, our vendor partner from OneRoom, and mitigated most issues on the list that could be addressed. • Added HyFlex Interactive screens in locker rooms for the men's basketball, women's basketball, and women's volleyball teams. • Worked with the HyFlex Taskforce to establish instructions and guidelines for usage of the systems. • ISS trained new instructors on using HyFlex	David Stewart		FY23 FY24 **Achieved – strategy development complete**

Identify opportunities for incumbent worker training. Bonnie Moore

FY23 FY24

Meeting progress target

Progress update 2024: We are continuing to work with business partners to develop new apprenticeship programs but have not yet signed new employers in 2024. The current apprenticeship conversations are occurring with Porterformance, Pilson Automotive, JB Esker, and Peerless of America.

We have had new incumbent working training with Graphic Packaging, Inc. of Shelbyville, Irwin Seating of Altamont, and Agri-Fab of Sullivan. Graphic Packaging and Irwin Seating have held Electronic Drives and Agri-Fab is completing a customized welding course. In addition, we have developed a new Lead Operator assessment for Graphic Packaging and fully expect incumbent worker training to be the next step in our partnership.

We have also been working to develop a Powered Industrial Truck Training Program that we intend to launch July 1, 2024. We are awaiting the arrival of materials but have certified our staff as instructors. We have met with MPMI, Agri-Fab and GPI. MPMI has committed to two classes with 5 students each for basic electricity to be held in late July or early August. We are also working with Agri-Fab; an instructor taught a customized welding class there in early June and we are working with them to secure training in Excel, Blueprint Reading, Math & measuring tools training on-site in September, October and November. Additionally, we received grant funding for the new Powered Industrial Truck training and are ready to begin offering classes on July 1 if the vehicle has arrived to campus. This will open the doors to numerous possibilities for incumbent worker training with a variety of manufacturers and other business partners. GPI in Shelbyville is anxiously awaiting our vehicle delivery so we can start right away.

Create cross-discipline learning communities. Matthew Landrus

FY23 FY24

Meeting progress target

Progress update 2024: I have identified five faculty members who are willing to participate in a learning community pilot: Dr. Greg Capitosti, Bambi Jones, Jeff White, Katie Lotz, Ed Thomas, Casey Reynolds, and myself. Over the summer, I will be meeting with the academic counselors to begin the scheduling process for the pilot.

Evaluate the scheduling process, with the potential to offer more block scheduling.

Emily Ramage

FY23 FY24

Project placed on hold

Progress update 2024: Turnover in the Academic Scheduling Coordinator position in AY23-24 resulted in this project being placed on hold. The new Coordinator needs a bit more time to fully understand the position in order to begin this project.

Action Plan: Study the needs of traditional students and develop relevant learning solutions and delivery modalities.

Explore potential implementation of CBE models at Lake Land

Ike Nwosu

FY23 FY24

Meeting progress target

Progress update 2024: Academic services is analyzing best practices from peer institutions and CBE industry leaders to identify effective teaching and learning solutions.
Efforts include:
• Faculty and staff who attended conferences reported valuable insights and actionable strategies that are being implemented.
• Collaborations with partner community colleges have led to shared resources and co-development of innovative teaching solutions.
• Distributed material and books on CBE to key faculty and staff as well as members of the curriculum committee, fostering a deeper understanding of competency-based education principles.

Action Plan: Develop and scale a framework and guiding principles for the effective use of technologies that would support HyFlex modalities.

Develop a pedagogy adoption framework.

Ike Nwosu

FY23 FY24

Meeting progress target

Progress update 2024: A Hyflex taskforce was formed and a charge provided to provide the framework for the wider adoption of the technology to provide support for Hyflex-type modality(s). The group defined the Hyflex Modality. A working folder has been developed to continue research and collating of resources for the next steps including: Attendance Best Practices for Hyflex Students.
As we aim to develop and scale a framework and guiding principles for the effective use of technologies that support HyFlex modalities, it has become evident that a reevaluation of the HyFlex Task Force and its original charge may be necessary. This reevaluation will ensure a clearer path to achieving our goals, emphasizing and supporting a more faculty-led approach.

Action Plan: Implement a framework for Universal Design to enhance learning and accessibility.

Establish a working group targeting accessibility guidelines and best practices for implementation.

Emily Ramage

FY23　FY24

Meeting progress target

Progress update 2024: This academic year has been focused more on developing resources and presenting the campus with opportunities to learn more about accessibility. The Digital Accessibility Task Force created (and are still working on) resources for how to create accessible digital documents ranging from Microsoft Suite, Constant Contact to email. Other resources include checklists, handouts, and resources for career services. Additionally, we are developing an accessibility training that all employees at Lake Land could benefit from. Also, we created a 10 Day Accessibility Challenge that saw a total of 30 participants ranging from faculty and staff. Presentations on Accessibility were given at both the Fall and Spring Faculty and Staff Professional Development days as well as to the Student Services meeting. We have also begun creating more accessible versions of high use documents such as the email signature (working with MPR) and meeting minutes. We have also addressed various digital accessibility issues as they have arisen such as with one of the Outlook updates earlier this year, it made all of the font in outlook fairly inaccessible. Solutions have been provided or are still in the process of being corrected.

Connection to Strategic Plan:
2. Student Equity & Success – Processes & Student Support, A. Improve retention, persistence, and completion. For faculty and staff who begin to make their digital content more accessible, they remove barriers to student success.
2. Student Equity & Success – Processes & Student Support, B. Close equity gaps and support student access and affordability. Prioritizing accessible design ensures equitable access to resources.
3. Institutional & Employee Excellence, B. Support and engage employees through enhanced communication and inclusive practices. When we design digital content with accessibility in mind, everyone benefits, and it creates an inclusive environment.

Action Plan: Implement a framework for Universal Design to enhance learning and accessibility.

Create a supportive framework for developing and integrating AI literacy within academic programs, which will prepare faculty and students for AI advancements and ensure compliance with college policies on data/AI use.

Ike Nwosu

FY23　FY24

Meeting progress target

Progress update 2024: Committee has been established and the charge has been defined and will begin working in FY25

	Strategic Project Description	Project Leader	Status Options

Complete Curriculum Mapping to show competencies, employability skills including technical and soft skills to showcase student learning mastery.

Ike Nwosu

FY23 **FY24**

Meeting progress target

Progress update 2024: The committee has completed the re-design of the Gen Ed Competencies and created Laker Learning Competencies. • Communication • Creative Thinking and Problem Solving • Critical Thinking • Global and Cultural Literacy • Information and Technology Literacy • Professional Skills and Ethics • Quantitative Literacy • Scientific Literacy. Significant efforts were dedicated to crafting detailed rubrics that faculty could use to assess the Laker Competencies. This work was crucial for ensuring a standardized and effective evaluation process across different divisions and courses. These rubrics are designed to align with the specific goals and learning outcomes associated with each competency, providing clear criteria and benchmarks for assessment. This preparatory work will be essential as we move toward the implementation of HelioCampus for assessment, ensuring that faculty will be equipped with the tools and guidelines needed to accurately measure and support student progress within this new system.

Engage professional advisory groups at each of the extension centers.

Jerome Tkachuk

FY23 **FY24**

Meeting progress target

Progress update 2024: Since this goal was developed, we have changed the administrative assistants at both Marshall and Pana. We will be pursuing this goal in the coming year.

Produce contextualized courses across the Humanities Division.   Salisa Olmstead

FY23   FY24

Meeting progress target

Progress update 2024: The Humanities Division has recognized how students in the past were attracted to contextualized courses, such as Ethics- South Park, Ethics- Health Care, and Reading & Study Skills- Ag Tech. Other general education courses lend themselves to being contextualized to attract and retain students.

Over the last 2-3 years, other courses have been contextualized for the purpose of encouraging enrollment and retaining students in the courses. Understanding Art (ART-250)- The World Wars, Art & Gender (ART-240)- Study of Self Portraits and Figure in Gender, Composition I (ENG-120)- Monsters In and Around Us, Introduction to Speech Communication (COM-111)- 1960s Decade of Protest; 1970s- Decade of Protest and Change are a few of the Gen Ed courses that had sections contextualized to interest students.

The outcomes have been a bit mixed. A few instructors have reported students did not notice the contextualized tag lines with the sections while registering for the courses, so they were surprised to discover they were enrolled in a contextualized course. While this means it did not attract them to the section, it became of interest to students and perhaps helped retain them in the course. Students in the Composition I- Monsters In and Around Us reported how cool it was for the course to have this theme, and all work in the class revolved around it and encouraged critical thinking (based on student evaluations). Students, particularly, in the Speech course- 1970s Decade of Protest and Change reported how fascinating the video clips of anti-war, anti-establishment, civil rights, and women's rights protests all showed speech acts of the 1970s, and the music is recognizable and still popular today. Students became fascinated with the anticipation of what music and videos would be shown daily in the course to highlight the 1970s zeitgeist and how it affected life and society today.

So, while students have not always seen the tag line in the Hub (a system issue we have discovered) to attract enrollment, the content in the course piqued interest and is believed to be more of a retention benefit.

Along with contextualizing courses, the Humanities Division has worked diligently to add in more modalities in Gen Ed sections for students who need to take courses the way that best meets them where they are. For the first time (excluding the COVID era), the basic Speech course was offered 100% online, which services students who need online instruction. As these needs become obvious to the division, more sections of courses will be considered for modality changes.

Explore developmental reading and adult education courses to provide students with additional opportunities to increase reading comprehension.

Chris Strohl

FY23 **FY24**

Meeting progress target

Progress update 2024: Adult education continues to serve students with low reading level in both GED and ESL classes. Academics is developing pathways for students to increase literacy levels, similar to the math pathways already implemented. Under adult education guidelines, we can serve a student with low literacy level and will continue to serve students referred to our area.

Objective 3: Implement associate degree, diploma and targeted short-term technical programs, certificates, and credentials to meet 21st Century workforce demands.

Strategic Project Description	Project Leader	Status Options
Action Plan: Enhance and streamline program development and curriculum processes to be responsive to workforce needs.		

Conduct DACUMs on a rotational basis for all CTE programs.

Lynn Breer

FY23 **FY24**

Not meeting progress target

Progress update 2024: Discussions have been held with the Vice President of Academic Services (VPAS) about this initiative. While a plan hasn't been put in place to date, future discussions will continue with the VPAS to determine the viability of doing CTE DACUMs on a rotational basis versus on an as-needed basis.

Strengthen the program improvement and enhancement (PIE) process and expand PIE to include other programs and departments across the College beyond CTE.

Lynn Breer

FY23 **FY24**

Meeting progress target

Progress update 2024: The Director of Institutional Research and VP of Academic Services have met to begin discussions in expanding the PIE reports. They have identified additional information to be included in the current CTE PIE reports. Once this is accomplished, they will move onto developing PIEs for other academic programs/divisions across the college.

Strengthen the STEM Workforce Pipeline for the College District.　　　　Ike Nwosu

Meeting progress target

Progress update 2024: The following strategic initiatives are individually contributing to the realization of strengthening the STEM Workforce Pipeline for the College District:
1. The development of curriculum by college faculty to be taught through the Effingham Regional Career Academy (ERCA).
2. The completion of the Illinois Manufacturing Workforce Ecosystem (IMWE) blueprint by a cross-college working group for scaling manufacturing training in Illinois.
3. The RANGE (Recruitment and Advancement of the Next Generation of Engineers) program, funded by the Innovative Bridge and Transition Grant, aims to increase the recruitment pipeline for pre-engineering students from district wide high schools.
4. The use of Illinois Green Economy Network (IGEN) funding to develop a new Electric Vehicle Technology Grant.
5. The investment of over $120,000 of College funds in upgrading and expanding welding facilities, as well as $143,000 into Zspace laptops for STEM (and non-STEM) based education and career exploration.

Action Plan: Expand apprenticeships and other work-based learning opportunities to meet student and employer needs.

Develop partnerships with local employers to support their employees as students in apprenticeships programs.　　　　Bonnie Moore

Meeting progress target

Progress update 2024: We continue to work with potential program partners to expand apprenticeships. At this time, we are engaged with several business partners including Porterformance, Pilson Automotive, Peerless of America and JB Esker. I anticipate at least two of these partners will sign for new apprenticeships before Fall of 2024.

There has not been discussion with Career Services regarding an apprenticeship. However, CBI is working with LWIA 23 to develop apprenticeships for Building Construction Trades and Welding.

CDL continues to expand with the offering of dual credit in the fall at ERCA and opening to all Lake Land College district students in Spring of 2025.

We have been working closely with Perkins and CTE programs to offer youth programming. This year, we have Teens with Tools programs with Allied Health, Technology, Social Sciences, and Business.

Objective 4: Employ innovative practices to support students and reduce time in remedial coursework.

Strategic Project Description	Project Leader	Status Options

Action Plan: Evaluate and enhance multiple measures placement.

Assess the impact of multiple measures.   Salisa Olmsted

FY23 FY24
Meeting progress target

Progress update 2024: Based on talks and work through the Developmental Education Committee, the need to assess how Lake Land College is using multiple measures as a means of placing students in English and Reading courses became a priority. Our Institutional Researcher, Lynn Breer, was tasked with providing data on the effectiveness of student placement.

What was discovered is there is no traceable way to track multiple-measure placement because different people use different scores, but no one records what method was used. Also, the use of multiple measures technically requires the examination of two or more methods to determine placement. Based on this work, that will be ongoing, we discovered a method of placement that does not appear to be a valid placement measure.

Transitional Math in high schools is not proving to be a strong measure. Students who have taken a transitional math course are not exhibiting strong math skills in gateway courses. So, while the work to create a better tracking system for multiple-measure placement is ongoing, there are indicators suggesting what is not working.

Action Plan: Expand and create additional pathways for students to accelerate through remedial education or course work.

Explore developmental reading and adult education courses to provide students with additional opportunities to increase reading comprehension.   Chris Strohl

FY23 FY24
Meeting progress target

Progress update 2024: During FY 24, Adult education measurable skills gains (MSG's) were at 48.58% with 88 people lacking a post test. We continue to develop strategy to encourage more post testing of students achieving 40 hours of instruction. During FY 25, we will be working to disaggregate the data more specific to the modality and hours of work outside of the classroom.

Expand and streamline co-requisite models.   Bambi Jones

FY23

Achieved – strategy development complete

Progress update 2023: MAT-129 College Algebra Pathways became live in Fall 2023.

Focus Area 2: Student Equity & Success - Processes & Student Support

A. Improve retention, persistence and completion.

B. Close equity gaps and support student access and affordability.

Objective 1: Provide and connect students to the technology tools, support and service delivery options that will ensure more user-friendly and equitable student access and outcomes.

Strategic Project Description	Project Leader	Status Options
Action Plan: Remove technology barriers for current and potential students.		

Study which technology tools our area high school students have experienced and bridge to the College's technology tools where appropriate.   David Stewart

FY23   FY24

Not meeting progress target

Progress update 2024: Nate talked to Dieterich, Teutopolis, and Effingham Schools about their technology. Meeting with Mattoon school rep got postponed.

Enhance marketing to the district the available technology tools such as free laptop rentals available to potential students.   David Stewart

FY23   FY24

Meeting progress target

Progress update 2024: ISS continued to work with MPR and initiated marketing messages to internal students via posters, digital signage, etc. For FY2024, there were 128 rental items checked out of 486 available.

Improve email and Microsoft Office experience for active students, faculty and staff.	James Westendorf	**FY23**
		Achieved – strategy development complete
Progress update 2024: Researching Office 365 usage in student labs.		

Enhance the onboarding process to ensure new students can more easily become acquainted with the College's technology tools - refer to GPSEM plan.	Pam Hartke	
		Guided Pathways Project

Use text messaging to communicate more effectively to students and prospective students. Provide college community (Students, Faculty, Staff, etc.) with real-time communications about emergencies and other situations that impact the College's operations.	Tony Sharp	**FY23**
		Achieved – strategy development complete
Progress update 2023: ISS implemented Mongoose chat and over FY2023 the College sent out a total of 114,937 messages, mostly to students. 100% of student communications that we know of are going through Mongoose now. Tony Sharp and Heather Nohren met with the DCs and other stakeholders to identify student communication channels and pull them into Mongoose. Peighton Hinote is now coordinating these student communications. If other outlier student communication channels pop up, they will be also incorporated into Mongoose.		

Offer digital literacy course options for any student.	Christine Strohl	**FY23** **FY24**
		Not meeting progress target
Progress update 2024: Initially we were planning to offer this option through adult education, however community education has taken this over. We have offered digital literacy options; however, we have not yet had a class with enrollees. We will continue to offer options throughout the academic year and look at different marketing strategies to increase awareness of the classes.		

Action Plan: Implement the EAB Navigate student-facing, student success tool.

Refer to GPSEM Plan	Jennifer Melton	
		Guided Pathways Project

Objective 2: Operationalize the separate strategic enrollment management plan within the Guided Pathways framework to elevate recruitment, retention and completion.

Strategic Project Description	Project Leader	Status Options
Action Plan: Develop a multi-year SEM plan based on the Guided Pathways Model which follows the same cycle as the College-wide Strategic Plan and includes goals and objectives that address recruitment, retention, and completion.		
The GPSEM plan will be communicated effectively across campus and to key stakeholders based on an intentional communication plan and timeline. Refer to GPSEM Plan.	Pam Hartke	**Guided Pathways Project**
Focus area working teams within the larger GPSEM Team will develop action plans to operationalize the GPSEM plan over the strategic planning cycle. Refer to GPSEM plan.	Pam Hartke	**Guided Pathways Project**

Objective 3: Enhance predictive modeling to support student success and the Guided Pathways framework.

Strategic Project Description	Project Leader	Status Options
Action Plan: Strengthen integration of data analytics to rapidly identify at risk students.		
Create KPI's for different student populations and identify DEI categories and other risk factors to better predict the success of students and for the need of modified advisement or additional instruction or support. **Progress update 2024:** KPI's were presented to the board of trustees and have also been placed on the College's website on the data digest. They will be monitored and maintained.	Lisa Cole	FY23 FY24 **Meeting progress target**
Action Plan: Utilize academic and student support services data to optimize service impact on student success.		
Implement an academic and student services tracking system that enhances use of EAB Navigate.	Valerie Lynch	**Guided Pathways Project**

| Focus on improved retention by attending ACUE classes on retention strategies, and creating division wide retention strategies. | Michael Beavers | FY23 FY24 **Abandoned** |

Progress update 2024: There are no current plans to attend Association of College and University Educators (ACUE) classes, because of a wider initiative (IMWE/Lake Land Tech).

Objective 4: Provide and connect students to wrap-around services to holistically support students and their human experiences, with an emphasis on student mental health.

Strategic Project Description	Project Leader	Status Options

Action Plan: Research and develop a mental health service framework with the goal of implementing expanded mental health services.

| Benchmarking by researching and identifying mental health best practices of similar community colleges in Illinois. | Thomas Moll | FY23 FY24 **Meeting progress target** |

Progress update 2024: We are behind the initial timeframe; however, as of April 2024, Thomas Moll is identifying schools to collaborate with to study best practices and frameworks. Just recently, in March and April 2024, ICCB has rolled out supports for Mental Health Early Action on Campus (MHEAC), including the introduction of a Technical Assistance Center as outlined in the MHEAC law. The Technical Assistance Center is called "Illinois Campus Cares" through SIU School of Medicine and Thomas Moll will be able to use this as a resource to work on this strategy.

Action Plan: Explore opportunities to leverage the EAB Navigate platform to connect student to wrap-around resources to promote student success and retention.

| Refer to GPSEM Plan | Jennifer Melton | **Guided Pathways Project** |

Action Plan: Enhance internal and external awareness of College and community wrap-around services for students.

Conduct quarterly meetings of the College Community Service Awareness Taskforce to communicate and collaborate new and existing services.	Christine Strohl

FY23 FY24

Achieved – strategy development complete

Progress update 2024: The College Community Services Awareness Taskforce has become a standing committee! The committee is meeting and helping to provide internal and external stakeholder with the information needed to make good referrals for students. Events we have participated in include:
1. Community Resource Luncheon in April. This luncheon is done in partnership with Regional Office of Education #11. We hosted the event in 2023 and 2024, with over 150 people in attendance in April. This event will continue each April.
2. College Resource Conference in June. This conference is for our internal partners to give updates on each area of the college. This is also in its second year and we will continue to host the event on an annual basis.
3. ESL/ELA Resource Fair is new this year. We are inviting our internal and community partners that work with non-native English speakers to our campus to learn more about each other's services and do some problem-solving activities. We also plan to continue this event into the future.
4. We have developed a resource brochure to provide basic information to our students on the resources and services available on campus. We continue to update and add new information to the brochure with each new printing.
5. The hiring of Valerie Rubin as the Student Wellness Specialist and Tom Moll as the Coordinator of Mental Health Services has made a huge difference for students needing referral. Wally and Tom are able to make the referral and help students with needs outside of academics.

The VPSS will serve as the Benefits Navigator in order for the College to comply with state law. We expect guidance to come from ICCB that includes training in Fall 2022. The VPSS will attend the training to determine several factors: expectations for the College and the Benefits Navigator, the best fit at Lake Land College, benefits or wrap around services we can provide or connect our students to, and next steps.	Valerie Lynch

FY23 FY24

Achieved – strategy development complete

Progress update 2024: In FY24, the College hired a full-time Benefits Navigator, Wally (Valerie) Rubin. She replaces the VPSS in this role. As outlined in the law, the Benefits Navigator duties are being done within Wally's position, titled the Student Wellness Specialist. Wally has been meeting with students and helping them connect with much-needed wrap-around services on campus and in the community.

Wally has also been participating in various training opportunities that have been made available through ICCB and other sources as they arise.

Objective 5: Design strategies to more effectively communicate with students and prospective students.

Strategic Project Description	Project Leader	Status Options

Action Plan: Develop a comprehensive communication plan for current students that integrates multiple media and modalities (texting system, emails, social media, print, etc.).

Audit the current communication plan for current students and the modes of message delivery. Analyze the results of the audit to identify the gaps in effectiveness. Establish, implement and assess a new communication plan for current students that incorporates multiple media and modalities. **Progress update 2024:** Created and implemented newsletter campaigns for 23-24 school year. Worked with Counseling, Admissions, and MPR to identify language that mismatches prospective student expectation and understanding. From there, we are establishing more identifiable language to match prospective student expectations in regard to action-steps and enrollment. Coordinating with Counseling and Admissions to integrate the new Navigate application into current communication plans with both prospective and current students. Creating standard topics of conversation for automated responses to encourage higher response rates within the texting platform. Revisiting platforms currently used and coordinating language and messaging to be complementary and not repetitive. Actively working with multiple departments to incorporate automated communication processes into new systems.	Peighton Hinote	FY23 FY24 **Meeting progress target**

Action Plan: Develop a comprehensive communication plan for prospective students that integrates multiple media and modalities (texting system, emails, social media, print, etc.).

Audit the current communication plan for prospective students and the modes of message delivery. Analyze the results of the audit to identify the gaps in effectiveness. Establish, implement and assess a new communication plan for current students that incorporates multiple media and modalities. **Progress update 2024:** Created and implemented newsletter campaigns for 23-24 school year. Worked with Counseling, Admissions, and MPR to identify language that mismatches prospective student expectation and understanding. From there, establishing more identifiable language to match prospective student expectations in regard to action-steps and enrollment. Coordinating with Counseling and Admissions to integrate the new Navigate application into current communication plans with both prospective and current students. Creating standard topics of conversation for automated responses to encourage higher response rates within the texting platform. Revisiting platforms currently used and coordinating language and messaging to be complementary and not repetitive. Actively working with multiple departments to incorporate automated communication processes into new systems.	Peighton Hinote	FY23 FY24 **Meeting progress target**

Objective 6: Identify and redesign college processes and practices to eliminate pain points and unnecessary barriers for student access and success.

Strategic Project Description	Project Leader	Status Options

Action Plan: Study and adapt current industry trends and applications to ensure the future of the College's textbooks remains viable, relevant and efficient in supplying physical, electronic textbooks and/or learning resources.

Establish a College textbook strategy and system that incorporates faculty and students demands and ensuring the College stays current with trends including the areas of digital textbooks and OER resources.

Amanda Arena

FY23   FY24

Meeting progress target

Progress update 2024: 1. Faculty are resistant to change to digital since it increases the cost of course materials to students.
Lake Land College is in a unique position when approaching digital course materials since we offer a rental service that doesn't charge per textbook, but rather a fee based on credit hour. At most colleges and universities, students purchase each textbook, often costing them several hundred dollars for all their course materials for the semester. In those instances, moving to digital course materials makes sense because it is a cost savings compared to purchasing each textbook or even paying a per-rental price. However, with Lake Land's rental program, digital courseware is viewed as a consumable course material and charged to the student; we do have e-books that are classified as rentals, but that is the text-only and doesn't include the additional resources that are included with the digital courseware. Because of this, faculty are hesitant to move to digital courseware if they are currently using a rental textbook because they do not want to impose more costs to their students. The bulk of digital course material growth will need to be organic.

2. Many students live in rural areas often face other obstacles with reliable internet connections at their home. Lake Land College has a large rural population and reliable and affordable internet isn't a luxury that all students have access to in their homes. This creates issues as course materials move to digital delivery. While many e-books can be read offline if they are downloaded, courseware does require an internet connection to complete assignments, quizzes, tests, and use the other online resources. From a survey of students from fall 2023 there are a number of students who don't have access to stream-friendly internet access; just over 5% aren't able to stream without at least some lag. And almost 3% of those have no or very poor access.

The college will proceed with looking into expanding our current rental program into an exclusive access (EA) model since that is very similar to what we have now with the physical rental system. As digital grows, the college will need to determine which vendors and providers work best for our unique environment in order to continue to keep student costs down.

Action Plan: Optimize scheduling of student activities.

Evaluate the impact of student activity scheduling on course accessibility and program completion.

Emily Ramage

Project placed on hold

This project has not yet started, because the Academic Scheduling Coordinator (ASC) has been in training for his first year. The Academic Services Specialist has only been in the position for three months, so the ASC's primary focus has been on training the Academic Services Specialist while gaining his own footing with the schedule's cleanup, maintenance, and re-configuring as classes must be shifted from Neal to other areas of the college for summer (and possibly fall) of 2023. Hopefully, the project may begin later this year.

Progress update 2024: Turnover in the Academic Scheduling Coordinator position in AY23-24 resulted in this project being placed on hold. The new Coordinator needs a bit more time to fully understand the position in order to begin this

Action Plan: Value stream map critical college processes to streamline the student experience.

Enhance bridge for alternative and adult education students to transition to college courses. Refer to GPSEM plan.

Chris Strohl

FY23 FY24

Meeting progress target

Progress update 2024: During FY 24, Adult Education had 95 students complete the Illinois High School Diploma, with 23 enrolling at Lake Land College. That is 24% of the graduates who are continuing their education. Our Transition Coordinator has made this possible. She will continue to track students enrolled, persistence and completion to determine strategies to assist students.

Refer to GPSEM Plan

Pam Hartke

Guided Pathways Project

Objective 7: Implement an institutional diversity, equity, inclusion and belonging plan to provide a welcoming, safe and supportive environment for all students.

Strategic Project Description	Project Leader	Status Options

Action Plan: Create a DEIB framework that aligns with ICCB and IBHE guidance to integrate into all aspects of the College.

Assess the leadership needs to evaluate and oversee the planning, implementation and ongoing efforts to enhance accessibility, diversity, equity, inclusion and belonging. **Progress update 2024:** The VPSS has been working with the DEIB coordinator (Mercury Bowen) and the Director of Human Resources (Dustha Wahls) to develop an Equity plan as required and outlined by a framework published by ICCB and IBHE. The Equity Plan was submitted by the May 31, 2024 deadline, as required by ICCB/IBHE.	Valerie Lynch	FY23 (green) FY24 (green) **Meeting progress target**
Following assessment of DEIB leadership needs, assess and re-evaluate the institutional definitions of diversity, equity, inclusion, and belonging (DEIB). **Progress update 2024:** Following an assessment of where the College is with DEIB efforts, a group has been collaboratively working on the College's Equity Plan. To achieve this, the group met with a working group comprised of faculty, staff, and other key leaders to take an inventory of the initiatives we have already been doing. The IR department analyzed key data and identified gaps in achievement for specific underrepresented groups. Based on the above, the VPSS has been working with the DEIB coordinator (Mercury Bowen) and the Director of Human Resources (Dustha Wahls) to develop an Equity plan as required and outlined by a framework published by ICCB and IBHE. The Equity Plan was submitted by the May 31, 2024 deadline, as required by ICCB/IBHE.	Valerie Lynch	FY23 (red) FY24 (green) **Meeting progress target**

Objective 8: Engage unserved and underserved populations.

Strategic Project Description	Project Leader	Status Options

Action Plan: Study the needs of those high school students electing not to attend post-secondary education and develop a plan to engage them in higher education.

Strategic Project Description	Project Leader	Status Options
Create a comprehensive student tracking system to help identify students not attending any higher education institutions and determine if predictions can be made to identify those high school students prior to their graduation from high school for greater outreach. **Progress update 2024:** We are learning more about the needs of those students that choose not to attend any post-secondary education after graduation but have not found a way to create a comprehensive tracking system that will help us identify these students. One idea we are pursuing is to obtain a list of students on the Free and Reduced lunch program.	Pamela Hartke	FY23 FY24 **Meeting progress target**
Complete study and develop recommendations on high school students not electing to attend a postsecondary education. (Faculty study) **Progress update 2023:** In Fall 2022, the College conducted multiple focus groups with high school students at four in-district high schools. At least two focus groups were completed at each high school. At one of the high schools, all of the seniors participated in the focus groups. The focus groups were recorded and the recordings were transcribed. The data collected from the transcriptions was analyzed and a report was developed and presented to the College administration, faculty, staff and board.	Lynn Breer	FY23 FY24 **Achieved – strategy development complete**

Action Plan: Study the needs of non-traditional students not attending post-secondary education and develop a plan to engage them in higher education.

Strategic Project Description	Project Leader	Status Options
Audit the current recruiting and marketing efforts of non-traditional students. Analyze results of the recruiting and marketing audit to identify the gaps in effectiveness. Establish, implement and assess strategies to increase the enrollment of the non-traditional and adult populations. **Progress update 2024:** Working with Marketing on social media and print materials targeting non-traditional students using The College APP (Adult Prospective Pipeline).	Brittany Aitken	FY23 FY24 **Meeting progress target**

Identify and evaluate current and previous campus initiatives and best practices for re-engaging stop-out populations with the goal of recommending and implementing strategies.

Pamela Hartke

FY23   FY24

Meeting progress target

Progress update 2024: The staff from the Admissions & Records Office is working together with the Community Outreach Coordinator to go through past strategies and determine the success rates of those strategies of re-engaging stop-out students. They are also identifying the best practices and the potential that each of them has for success.

Some of the best practices for re-engaging this population are:

*Understanding the Stop-out population- analyze student data to identify common factors that led to stop-outs such as financial difficulties, academic challenges, or personal issues. Segment the stop-out populations by demographics, reasons for leaving, and the time since departure to tailor re-engagement efforts effectively.
*Personalized Outreach- Targeted Communication- use personalized emails, phone calls, and social media messages that address the individual reasons students left and highlight how their concerns can be addressed upon returning. Share testimonials from students who successfully returned and completed their degrees.
*Academic Flexibility- offer flexible scheduling options, online courses, Competency based programs (CBE), and accelerated programs to accommodate diverse life circumstances.
*Support Services- Assign dedicated advisors or re-engagement counselors who specialize in supporting returning students and offer career counseling to align academic programs with career goals, emphasizing the return on investment of completing their degree.
*Holistic Support- Provide access to mental health services and wellness programs to support the emotional and psychological well-being of returning students. Establish peer mentoring or support groups where returning students can connect and share their experiences.
*Streamlined Re-Enrollment Processes- simplified the re-enrollment process with easy-to-navigate applications and clear step-by-step guides. Create a one-stop shop re-enrollment where students can access academic advising, financial aid, and other support services in one place.
*Continuous Improvement- conducting regular surveys to understand the ongoing needs and challenges of returning students and have focus groups to gather in-depth insights and continuously refine re-engagement strategies based on student feedback.
*Community and Employer Partnerships- Partner with local employers to offer workplace learning opportunities and internships that align with academic programs. Collaborate with community organizations to provide additional support services, such as childcare or transportation assistance.

This is an ongoing process that the Admissions & Records Office will collaborate with multiple departments across campus.

Action Plan: Upskill non-traditional students to meet employer and labor market demands

Create a partnership with local employers and social service agencies to expand ESL offerings in additional college communities. Progress update 2024: Adult education has developed a partnership with three businesses and offered ESL/ELA classes to students. Students were able to be paid while taking ESL/ELA courses, while also increasing their English speaking and writing skills.	Chris Strohl	FY23 FY24 **Meeting progress target**

Action Plan: Strategically market to community members in the Lake Land College district unserved by public library districts to encourage utilization of the College's library and familiarize community members to the college campus.

The library will strategically market to community members in Summer 2023 to increase physical and electronic traffic to the campus library. Providing this type or outreach and equitable service to the community will help close equity gaps in our community service area and engage unserved populations. Progress update 2024: The Facebook boost about community borrowers was completed in Summer 2023 and led to more community borrowers registering for library cards. Since that campaign, we have registered 40 more community borrowers, mostly during the annual book sale and after other such community events. Community borrowers checked out or renewed over 1400 books, e-books, e-audiobooks, or e-magazines over the past year. Community borrowers using the library since FY23 increased by 53% and the number of community borrowers using Libby increased by 52% since FY23. We will continue to distribute the Community Borrower brochure when we speak at community events around our district.	Sarah Hill	FY23 FY24 **Achieved – strategy development complete**

Focus Area 3: Institutional & Employee Excellence

A. Invest strategically in personnel, facilities, technology and equipment.

B. Support and engage employees through enhanced communication and inclusive practices.

Objective 1: Enhance employee engagement, communication and a sense of belonging (inclusion).

	Strategic Project Description	Project Leader	Status Options

Action Plan: Develop communication protocols and tools to enhance communication.

Strategic Project Description	Project Leader	Status Options
Promote concise, transparent and timely dissemination of information at all levels of the institution. This will include adoption of a SBAR template to support awareness of decision making, developing an infographic that depicts key points in our definition for effective communication and investigating how to improve use of the College's shared drive or some other means to more easily locate forms and College materials.	Kelly Allee	FY23 FY24 **Meeting progress target**

Progress update 2024: The SBAR Template and Communications Flyer will be updated this summer in anticipation of rolling them out among employees in late summer/early fall.

The revision of the S drive is a part of the process of implementing the College's new Pathify student and employee portal.

The EECI Communications Sub-group will also be hosting training sessions on the behaviors within the Communication value at each monthly staff meeting in 2024-2025 academic year.

Provide additional opportunities for employees to gather together, in a safe space, to express concerns and ask questions, with the cabinet level administration.   Jean Anne Highland

Progress update 2024: A sub-committee was formed at the start of the Spring 2024 semester to "Research and provide recommendations to President's Cabinet for providing additional opportunities for employees to gather together, in a safe space, to express concerns and ask questions." The sub-committee was comprised of various members from the Employee Engagement, Communication and Inclusion (EECI) Task Force and additional volunteers were sought to provide feedback from an HR and mental health professional viewpoint. Committee members thoroughly reviewed the summary findings of the PACE College Climate survey and researched best practices. The Committee provided the following recommendations to Cabinet:

Green light suggestions (implement within next few months):
1. Launch the "Leave Your Voice Employee Suggestion / Solutions Box" program.
2. Update the communication tools and channels flowchart and Word document with suggestions to format for employee meetings. Key change: President will meet with each unit leadership team at least once per semester, models open door policy and welcomes meetings with any employee per their request.
3. Encourage all members of the senior leadership team to be more visible throughout campus and engage in authentic conversations.
4. Encourage the "open door" policy throughout campus. For employees with enclosed offices, provide door hangers where employees can indicate why their door is closed or to invite someone to knock. For employees with cubicles, provide a table tent to indicate working status (e.g. on break, Zoom meeting, etc.)

Yellow light suggestions for implementation FY 2025 or later:
1. Supervisors receive training each month to help foster an inclusive and psychologically safe environment where employees do not feel uncomfortable while expressing their opinions without fear of retribution. (e.g. see article "Make your meetings a safe space" and various Franklin Covey training such as "leading with trust").
2. Train supervisors/leaders to conduct more intentional outreach (daily or weekly) to each direct report to meet with them in person or virtually to touch base on how they are doing and ask a few key questions (e.g. "What's right?" and "What's needed.").
3. Encourage senior leaders to rotate meeting with various leadership teams and/or the employees of an entire unit. Attend with no agenda, simply offering the opportunity to ask questions.
4. Promote opportunities where employees can gather to better get know others from different departments.
5. Provide training to all employees on how to use more inclusive language.

Jean Anne Highland will serve as the liaison to ensure implementation of the above recommendations, especially for the "green light" items to be implemented in FY 2025.

Provide training topics each year for supervisors and all staff regarding effective employee engagement, communication, and inclusion - utilizing adopted definitions, related infographic and best practices.	Chris Uphoff Nees	FY23 FY24 **Meeting progress target**

Progress update 2024: Beginning with 2023 Annual Employee Training, all custom online employee training courses include closed captioning for video learning content. Staff Development keynote speaker discussed everyone's role in making our work product accessible. Enhanced full-time new employee orientations by highlighting Lake Land College's growth tree logo, employee recognition programs, and providing logo-branded items in "Welcome" folder.

Formalize training practices for college level duties and job specific duties.	Chris Uphoff Nees	FY23 FY24 **Meeting progress target**

Progress update 2024: Research continued with focus on standardization. This has been greatly enhanced by work completed by Supervisors on their area's job descriptions. With 2024 implementation of Neoed Learn, researching development of new employee learning tracts, based on role, to create a common skill baseline.

Broaden opportunities & scope for training to support culture of belonging for all employees.	Chris Uphoff Nees	FY23 FY24 **Meeting progress target**

Progress update 2024: Continued activities from previous progress update. Updated Search Team training to include the topic of implicit bias. Continued research to incorporate learning opportunities focused on creating a sense of belonging.

Enhance the onboarding process by establishing and operationalizing a mentorship program for new employees and newly promoted employees, providing a pathway to internal promotion.	Dustha Wahls	FY23 FY24 **Meeting progress target**

Progress update 2024: Spring 2024 - At the April supervisory meeting, I shared our vision for the mentorship program starting this fall. We asked supervisors to nominate their employees that would make a good mentor, as well as, asking for topics for group meetings. We envision having 4 group meetings each calendar year. We plan to offer mentor training this summer. I have requested budget funds for this in the FY25 budget. We are on target to launch Fall 2024.

Action Plan: Partner with an outside agency to regularly assess the College climate related to EECI and integrate findings into College processes.

Conduct an initial college climate assessment	Lynn Breer	**FY23**
		Achieved – strategy development complete

Progress update 2023: The College reviewed multiple outside vendors that provide employee climate surveys for community colleges. PACE was identified as the most appropriate vendor for conducting an employee climate survey. The baseline survey was administered in spring 2023. All full and part-time college employees (excluding DOC) were offered the opportunity to complete the survey. 225 employees completed the survey. Results were shared with the College in Fall 2023 and an action plan developed for areas for improvement.

Following an initial College climate assessment, commit to a bi-annual College climate or culture survey of employees that seeks feedback for effective organizational communication, engagement, inclusion and belonging to gauge progress and recognize areas of concern to address.	Lynn Breer	**FY23** **FY24**
		Meeting progress target

Progress update 2024: The College has disseminated PACE results to all employees college wide. Additional information was collected via focus groups, and the information was summarized and disseminated. Based on the results of the survey, the College has identified several areas to enhance including communication and employee appreciation. The survey will be administered again in spring 2025.

Action Plan: Update the College values and assimilate into College interactions.

Establish a College Values Task Force to review and modernize the College values and value statements that reflect the College community.	Jean Anne Highland	**FY23** **FY24**
		Project placed on hold

Progress update 2024: Waiting to begin project in FY 2025 or later - after the College's equity plan has been further developed and dependent upon progress with DEIB efforts so we review values from a DEIB perspective.

Intentionally support or promote employee team events or work group social activities that help foster interpersonal relationships among staff, empathy, getting to know one another, etc.

Dustha Wahls

FY23 FY24

Meeting progress target

Progress update 2024: This is an area that is just at the cusp of being developed. We have had the campus read, Disability Invisibility. In addition, several employees made quilt blocks to piece together a quilt for the Art show this spring.

Action Plan: Centralize employee DEIB efforts in alignment with focus area 2, objective 7.

Implement a DEIB communication plan (e.g. infographics, inclusive practices, reviewing our language, processes, employee resource groups, etc.).

Dustha Wahls

FY23 FY24

Meeting progress target

Progress update 2024: Valerie Lynch, Mercury, Bowen, and Dustha Wahls have been working on the ICCB framework that is due at the end of May 2024. We have spoken at faculty groups and all staff meetings. In addition, we sent out a survey. We have also had a larger worker group that has provided valuable insight in developing the framework. The next phase will be implementing some of the items that are identified in the plan.

Action Plan: Promote appreciation of the College community.

Develop and promote employee appreciation events and activities throughout the year. (e.g. Book - 5 Languages of Appreciation in the Workplace)

Dustha Wahls

FY23 FY24

Meeting progress target

Progress update 2024: Five employee events were held this fiscal year. These events were on various days of the week with various activities. In the summer, we held a spring carnival. In the fall, we held a fall party with treats and partnered with Student Life on a veterans event with lunch. In the spring, we held a pizza party and we held activities for Earth Day. In addition, a welcome sign table top was made available in the digital store front for supervisors to welcome new employees in their department.

Develop materials to enhance employee appreciation efforts (e.g. Helping Hand Cards, Thank You Cards, "Feather Grams")	Kelly Allee	FY23 FY24
		Achieved – strategy development complete

Progress update 2024: In the spring, Megan Nelson created a video and handout outlining the options employees have to recognize one another, highlighting the SHINE nomination, the Leave Your Mark campaign, and Feather Grams.

Enhance opportunities to recognize staff for their positive contributions to the Lake Land educational experience.	Dustha Wahls	FY23 FY24
		Meeting progress target

Progress update 2024: This year, we have recognized employees monthly with the Leave Your Mark campaign. Members from the EECI taskforce assisted with the drawing and the Feather Grams. In addition, MPR created a video highlighting the ways employees can be recognized – Feather Grams, Leave Your Mark, and Shine.

Objective 2: Expand data-driven decision making and assessment to support employee, academic and institutional accountability.

Strategic Project Description	Project Leader	Status Options
Action Plan: Expand library of Tableau reports.		
Create, maintain and publish a comprehensive list of reports that are available in Tableau.	Lisa Cole	FY23 FY24
		Meeting progress target

Progress update 2024: Tableau has been organized in user folders. If there is a report that multiple groups will use, the dashboard is copied into the additional folders. This allows the users to see all the dashboards that are available for them without changing folders.

Provide at least one Tableau report and train users for each functional area of the institution.	Lisa Cole	FY23 FY24
		Meeting progress target

Progress update 2024: All divisions/departments that have requested dashboards have been created.

Utilize the Data Management module of Tableau to enhance the data dictionary for all Tableau Reports.	Lisa Cole	

Future Project

Progress update 2024: Priority to provide data has been placed in front of completing this take. This will be a task that will be completed FY25

Create at least one KPI dashboard for each functional area of the institution as well as for any special initiatives throughout the Strategic Plan. — Lisa Cole

FY23   FY24

Meeting progress target

Progress update 2024: Presentations were given to each area. Requests for dashboards come in on an as needed basis and are generated at that time. Many departments and divisions have at least one dashboard in production.

Identify and create KPI's that should be public facing and publish these on the Institutional Effectiveness Team web page. This would include KPI's appropriate for potential students and parents. — Lisa Cole

FY23   FY24

Meeting progress target

Progress update 2024: KPI's continue to be created and monitored.

Action Plan: Enhance the current process of Institutional and Academic Assessment for continuous improvement.

Taking Assessment to the next level. Advancing and improving Course Assessment, Program Assessment, Institutional Assessment, as well as General Education Assessment. — Nermine Tawdros

FY23   FY24

Meeting progress target

Progress update 2024: During FY24 the decision was made to move from WEAVE to HelioCampus. The remainder of the year has been working on learning HelioCampus and also pulling information from WEAVE. Nermine Tawdros was hired to replace Lisa Madlem. She is working with Shannon McGregor, Curriculum Coordinator to review all Program (PLO) and Course (CLO) learning Outcomes. A pilot group has been identified that will help with the implementation and become mentors with the new assessment tool.

General Education Assessment: Engage Faculty and other key stakeholder in a revamp of the current Gen Ed Assessment and incorporate employ-ability skills in CTE Programs.

Lisa Cole

FY23 **FY24**

Meeting progress target

Progress update 2024: During FY24 the faculty team completed the selection of the Laker Learning Competencies and have created rubrics. This will be shared with the faculty and curriculum cross walking will begin in FY25

ICCB Program Review enhancements implementing ICCB Recognition recommendations.

Lynn Breer

FY23 **FY24**

Meeting progress target

Progress update 2024: An annual template was put in place to help program coordinators to collect data each year. We found that it is hard to recall all that was done over the previous 5 years when completing the program review. This annual template will help collect the needed information and assist the coordinators in completing their 5-year program review.

Develop and implement a plan to effectively assess co-curricular activities for students at the College.

Lisa Shumard-Shelton

FY23 **FY24**

Meeting progress target

Progress update 2024: 2024 update
Key Performance Indicators/Outcomes
2024   Identify areas that need to modify or begin assessing

Working draft of Co-Curricular Assessment and Co-Curricular Definition:
Co-curricular activities are college-sponsored learning opportunities that enhance a student's academic experience. Co-curricular activities are aligned with and support student development in General Education student learning outcomes.
Checklist (must answer yes to all questions to qualify as co-curricular):
• Is the activity college-sponsored?
• Is student learning expected as part of the activity?
• Is the expected learning aligned with a General Education Outcome?
• Can the activity reasonably be assessed by LLC faculty/staff?

Action Plan: Update data governance with the use of Artificial Intelligence (AI)

Generative Artificial Intelligence (AI) tools are rapidly transforming Higher Education. These tools pose both opportunities and challenges for faculty, staff, and students. The benefits and barriers have the potential to impact multiple entities across campus. By leveraging the power of artificial intelligence in higher education, educators and students alike can benefit from increased productivity and improved outcomes.

David Stewart

FY24

Meeting progress target

Progress update 2024:
Created a new Business Operations AI Task Force composed of staff members from various departments throughout the College and chaired by the CIO.

We established the following goals for FY2024 to Ensure Ethical and Responsible AI Use at Lake Land College:
Establish guidelines and best practices for the ethical use of AI, ensuring transparency, accountability, and fairness in all AI-related initiatives and applications within the college. b) Establish a safe infrastructure and tools for AI testing and production usage. c) Integrate AI into existing policies.
Enrolled ISS and Data Analytics team members in the InfoTech AI Workforce Development Training Program. Upon completion of the program, graduates will be able to demonstrate these abilities:
a) Distinguish between sensationalized and practical AI uses for today's organizations.
b) Compare and contrast Machine Learning, Artificial Intelligence, Generative AI.
c) Explain how AI solves different types of problems.
d) Compare and contrast different AI accelerators.
e) Analyze how data can be used to configure and optimize AI models and applications.
f) Describe the benefits and challenges of LLMs.

Objective 3: Modernize equipment, facilities and grounds to support a diverse learning environment.

Strategic Project Description	Project Leader	Status Options

Action Plan: Update and operationalize Master Facilities Planning Document with Campus Architect

Conduct feasibility analysis on all existing campus buildings and develop a remodel/repair schedule based on most significant need.

Jeremy Moore

FY23

Achieved – strategy development complete

Progress update 2023: A ten-year Master Facilities Plan was completed in the Spring of 2023 after extensive work and review with the Collee's architect of record and garnering significant feedback from the college community.

Action Plan: Create and operationalize a long term landscaping plan with Campus landscape architect.

The Campus landscaping is dated and overgrown in some places. The College plans to work with a Landscape architect to create and act on a long-term master landscape plan that will serve as a guide to rejuvenate and renovate the landscaping.

Jeremy Moore

FY23 FY24

Meeting progress target

Progress update 2024: Planning is well underway for the front entrances improvement project with landscape architects - Planning Design Studio. This will include new signage, lighting, brick columns, landscaping upgrades to entrances #1 & #2, addition of new entrance #3 off of highway 45 with turn lane and road extension to Podesta Drive, and new monument signage with landscape upgrades at the Neal Hall Plaza. Site survey, schematic design and design development phases are complete. Currently pending IDOT approval of new entrance #3 off of highway 45. Upon approval, bidding will commence with a possible project start time of Fall '24. Estimated construction period is 3-4 months.

Action Plan: Develop a master academic equipment upgrade plan.

Create a master plan for modernizing equipment, and upgrading teaching skills to improve the student learning experience for all division.

Ike Nwosu

FY23 FY24

Project placed on hold

Progress update 2024: An initial working group was assembled to provide a plan for updating and documenting instructional assets within Academic Services. Part of this meeting was to set guidelines or a framework for this much-needed task. The project is still in the early stage of developing an updated database to serve as the basis for this overall project.

Objective 4: Strengthen support for faculty and staff technology tools and professional development to improve student learning experiences, including leadership development.

Strategic Project Description	Project Leader	Status Options

Action Plan: Develop and implement leadership skills capacity.

Expand utilization of the Franklin Covey Leadership Development Suite.	Chris Uphoff Nees	FY23 FY24 **Meeting progress target**

Progress update 2024: Additional cohorts participated in "Growing My Leadership" series. Trialed a new Franklin Covey offering "Learner Challenge" multiweek email self-paced training focused on one professional development area, such as listening, having difficult conversations, and being proactive. Faculty Division Chairs completed "6 Critical Practices for Leading a Team" during Spring 2024.

Action Plan: Establish a professional development plan at the departmental and divisional level.

Provide a means for employees to assess their current skills and knowledge, establish career goals, and determine resources available to help make those goals attainable.	Dustha Wahls	FY23 FY24 **Meeting progress target**

Progress update 2024: We have conducted the Grow Your Own leadership series, which was by supervisor nomination. We are researching companies and means for skill evaluation and plan to pilot 6 departments in the FY25. In the FY24 evaluations, there will be areas where employees can indicate what their career goals are.

Action Plan: Develop a training and communication plan for technology updates, installations and employee skill upgrades.

Improve adoption of technology by effectively communicating and training employees.

David Stewart

FY23 FY24

Meeting progress target

Progress update 2024:
A. Installed Hyflex in Northeast 104 for Marc Dalponte, Biology Instructor for Math/Sciences Division
B. College performed renovations in Neal Hall so we upgraded many of the HyFlex rooms once they were reinstalled after the building renovations. Worked months with Mike Rudibaugh to improve room 106 for his needs. HyFlex systems were not reinstalled in 2 rooms (rms 101 & 113) that Dental Hygiene and Nursing will not be using. These systems will be stored as spares for new HyFlex installs or replacements for broken equipment.
C. ISS gathered a list of all of the HyFlex issues from users and met with Sean Brown, our vendor partner from OneRoom, and mitigated most issues on the list that could be addressed.
D. Added HyFlex Interactive screens in locker rooms for the men's basketball, women's basketball, and women's volleyball teams.
E. Worked with the HyFlex Taskforce to establish instructions and guidelines for usage of the systems
F. ISS trained new instructors on using HyFlex

Objective 5: Become a preferred employer by providing a flexible working environment, paying competitive wages, and offering valued benefits.

Strategic Project Description	Project Leader	Status Options

Action Plan: Develop a comprehensive employee attraction and retention plan

Assess and implement flexible work alternatives, including the Flex Work Pilot.

Dustha Wahls

FY23 FY24

Achieved – strategy development complete

Progress update 2024: In April 2024, the Board approved the Flex Work within the College's policy for Work Week. The guidelines remain in the S drive and can be updated as the College needs.

Research market practices and trends in wages and benefits for full and part time staff.	Dustha Wahls	FY23 FY24 **Meeting progress target**

Progress update 2024: We continue to monitor wages and specifically inflation. We are looking to increase our part-time wages. This spring began the paid leave for all workers act, which provides leave time to part-time employees. We have included funds in the FY 2025 budget for a wage market analysis.

Proactively market the overall benefits of Lake Land College employment.	Dustha Wahls	FY23 FY24 **Meeting progress target**

Progress update 2024: Worked with ISS to make a separate recruiting web page from the HR Website. This includes infographics and I have worked collaboratively with Kelly Allee on ideas. Within NeoEd, the benefits are attached to the job description, which we feel is beneficial in also displaying the College benefits.

Objective 6: Emphasize innovative, future-focused planning at every level of the College.

Strategic Project Description	Project Leader	Status Options

Action Plan: Establish departmental and divisional master plans.

Develop and disseminate a template for departmental and divisional master planning and train leaders on its usage.	Jean Anne Highland	FY23 **Achieved – strategy development complete**

Progress update 2023: In the fall of 2023, the Institutional Effectiveness Team collaborated with the Chief of Staff to develop a template for departmental and divisional master planning. This template provides a tool for leaders from departments, divisions, units or other working teams to utilize and better understand how their respective work roles supports the College's mission and enables them to enhance both their short-term and long-term planning, identify future budget considerations, and optimize known succession planning. The President's Cabinet reviewed the master planning template and provided feedback for suggested changes. The template was then shared with supervisors, administrators and chairs, and Cabinet members (unit leaders) worked with their respective team leaders to ensure each identified team submitted a master plan, whether using the template or their own master plan format as long as it provided the same key details (mission, goals, expected outcome, metrics, etc.). All master plans and the list of working teams who have submitted a master plan are posted in the College's shared drive. The President's Cabinet will work with their respective team leaders to ensure the master plans are updated on an annual basis and re-submitted to the shared drive. All departmental master plans are complete and stored on the College shared drive S:\Strategic Plan\Master Planning for Working Teams

Action Plan: Expand mechanisms for fostering innovation and continuous improvement.		
Develop and promote mechanisms to recognize and reward innovation and continuous improvement throughout the College. Progress update 2024: There are other college-wide initiatives that closely align with this strategic action plan, thus deprioritizing the development of a formalized program to emphasize innovative, future-focused planning at every level of the college. This will continue in a less formal manner.	Ike Nwosu	FY23 FY24 **Abandoned**

Objective 7: Celebrate internally and showcase externally the advantage of a Lake Land educational experience.

Strategic Project Description	Project Leader	Status Options
Action Plan: Utilize diversified media to build personalized relationships and communicate the significance of Lake Land faculty, staff and Alumnus. (Faculty web pages, video shorts, etc.)		
1. Develop Faculty Web pages 2. Develop Individual Program Marketing Pages that will include a video, faculty spotlight, alumni spotlight and the hands-on opportunities from the program 3. Continue to produce videos 5. Continue to analyze data to determine best practices for content on each of the college's 8 social media platforms and the college community's 34 accounts that we monitor. 6. Raise awareness of the eight social media platforms throughout the college community. 7. Determine a means to connect more frequently with faculty to capture video moments and/or empower them to do so on their own social media accounts. 8. Complete a College Website Redesign	Kelly Allee	FY23 FY24 **Meeting progress target**

Progress update 2024:
1. Develop Faculty Web pages - done
2. Develop Individual Program Marketing Pages that will include a video, faculty spotlight, alumni spotlight and the hands-on opportunities from the program - largely done -- will also be working with Shannon McGregor to rewrite program descriptions over the summer.
3. Continue to produce videos - created Area of Study videos
5. Continue to analyze data to determine best practices for content on each of the college's 8 social media platforms and the college community's 34 accounts that we monitor. --ongoing
 6. Raise awareness of the eight social media platforms throughout the college community. - Done
 7. Determine a means to connect more frequently with faculty to capture video moments and/or empower them to do so on their own social media accounts - we tried a pilot with this in the spring and will use that experience to revisit this concept in the fall.
8. Complete a College Website Redesign - in progress

Action Plan: Regularly identify and communicate key data points highlighting Lake Land's value, innovative educational opportunities and student successes.

Increase community awareness of innovative educational opportunities and services.   Kelly Allee

FY23   FY24

Meeting progress target

Progress update 2024: - Extensive campaign for the Tech 2Day innovative program from trailer wraps to multiple advertising and outreach methods.
- Hybrid Medical Assistant program video highlighting the benefits of the hybrid program.
- Promoted the partnership with SBLH to offer Central Service Technician courses and subsequent Surgical Technologist program.
- Assisted Community Learning in launching its new courses and creating a template to promote classes.
- Created the Laker Advantage Podcast: Insights and Sidebars with Dr. B to share the news of the College and encourage conversations about higher education and our communities.
- Developed a means to print the class schedules and have people request copies be sent to their homes. In addition, sending a printed copy of the schedule to all homes in the district in July 2024.
- Developed a logo and promoted the RANGE opportunity.
- Promoted the Early Childhood Education program and grant.
- Promoted the Italy Trip, Art Show, DEIB activities to the media and public
We actively sought data points that led to infographics for a new Human Resources web page that highlights the benefits of working at Lake Land College.

| Actively promote highly affordable Business Division programs. | Tynia Kessler | FY23 FY24 **Meeting progress target** |

Progress update 2024: 7 students have utilized the coding books we have made available for their use when taking the credentialing exam. No results on exam status available. 35 Cosmetology/Esthetics students utilized the Chromebooks purchased for the department. Division faculty attended: Career Day, 4 Laker Visit Days, Mattoon High School Career Day, Paris High Career Fair, Mattoon High School Keyboarding Class, Shiloh Career Fair, Martinsville High School Jr/Sr Graphic Design Presentation, and the Teutopolis Career Fair. Hosted the annual Business and Computer Contest. Interacted with over 300 prospective students. For the 2023-2024 academic year, we had 20 students in the Court Reporting program. Of those, 3 students were assisted by renting a steno machine from our program until their machine was delivered. Number of students reached: 29 students passed certification out of 33 testing in the Photoshop, Illustrator and InDesign in the Fall of 2023 and in Spring 2024 138 students passed certification out of 206 testing for the MOS certification. In Fall 2023 and Spring 2024, Scott Rhine with Brian Fraser attended the Illinois State Fair and had a booth in the Governor's tent. Scott Rhine with Brett Sawyer attended the Effing-Con IT Conventions. Spoke with 12 potential students. In Spring 2024, 6 students passed the Intuit Certified Bookkeeping Professionals Exam.

Focus Area 4: Partnerships to Enhance Student Success.

A. Advance relationships among education, community, and workforce partners to support job readiness, local industry, and workforce development.

B. Strengthen and continually support transfer options and career pathways.

Objective 1: Engage students at all levels of district K-12 schools.

Strategic Project Description	Project Leader	Status Options
Action Plan: Strategically engage with high school students during each year of high school to advise them on their specific academic and career goals and what paths at LLC are available to them.		
Refer to GPSEM Plan.	Pam Hartke	**Guided Pathways Project**
Actively engage potential Business Division students to explore campus and division programs. Engage students in an interactive GooseChase activity to increase their interest in exploring careers offered in the Business Division.

Progress update 2024: GooseChase was once again utilized during the Business and Computer Contest to interact with potential students. | Tynia Kessler | FY23 FY24 **Meeting progress target** |
| Visit various high schools to recruit and present divisional program information.

Progress update 2024: So far this school year we have visited 28 high schools in an effort to increase our enrollment. Visits will continue throughout this semester (Spring) and will start up again in the Fall 2024. | Charles Jarrell | FY23 FY24 **Meeting progress target** |

Offer and expand upon inaugural MSD Open House for in-district high schools	Mike Rudibaugh	FY23 FY24 **Meeting progress target**

Progress update 2024: Satisfaction survey results were collected and number of students participating in the event were tracked. Data was collected for the number of students who registered for classes the following fall.

Implement an Allied Health Recruitment Master Plan	Erin Swingler	FY23 FY24 **Meeting progress target**

Progress update 2024: Strategically engaged with high school students during each year of high school to advise them on their specific academic and career goals and what paths at LLC are available to them. Allied Health faculty and staff have participated in multiple activities that give evidence that this goal has been met:

1. Career Day: October 23, 2023 - Allied Health Faculty and Staff met with parents and high school students within our College district to discuss course availability and career pathways at Lake Land College.
2. Joe's Pizza Night: January 24, 2024 - Allied Health Faculty met with parents and students from Saint Anthony High School, Teutopolis High School, and Dieterich High School to speak on the Nursing profession, courses available at Land College, and the recent purchase of the Effingham Technology Center.
3. Joe's Pizza Night: February 21st 2024 - Allied Health Faculty met with parents and students from Effingham High School to speak on the Nursing profession, courses available at Land College, and the recent purchase of the Effingham Technology Center
4. Kluthe Days: March 15, 2024 - Allied Health Faculty and Staff addressed juniors from various high schools to expose them to course offerings and various fields of study at Lake Land College.
5. Teutopolis Junior High Career Fair: May 6, 2024 - Allied Health Staff met with members from the Freshmen, Sophomore, Junior, and Senior class to discuss career options and educational pathways available at Lake Land College.
6. Junior Laker Camp: June 3- 6, 2024 - Kluthe Center Allied Health Faculty and Staff as well as members of Workforce Development collaborated on a Junior Laker camp that focused on Allied Health Careers.
7. Multiple Laker Visit Days
8. Dental Hygiene Career Fair: Cumberland Middle School Career Fair

Action Plan: Leverage and support existing K-12 academic and career engagement programs and activities; assess for future opportunities for additional programs and activities in this area.

Foster activities that create an early and deep connection between elementary/secondary students and Lake Land College.

Tessa Wiles

FY23   FY24

Meeting progress target

Progress update 2024: The Dual Credit Department has been more active in high school events featuring all grades including college and career fairs, volunteering and connecting with EIEFES for student events and communication. Various partnerships have been created to make program improvements and provide cohesive services to the high schools. The Dual Credit department has been meeting weekly with Admissions, Recruitment, and Testing to analyze services and information provided to the schools. From this group we have created surveys to gather vital information from the schools. As a result, we reduced the time required to complete the profile/intent process for dual credit students and held informational sessions for principals and counselors. This group has also analyzed the program manuals to include all services for the schools and assisted in feedback for the dual credit audits. This group will continue to further advance the program and communication from the college to the schools.

Objective 2: Increase district high school student participation in dual credit and dual enrollment partnership opportunities.

Strategic Project Description	Project Leader	Status Options

Action Plan: Actively participate in high school career focused programs (LIFT, ERCA, etc.)

Continue development of partnerships with LIFT and ERCA to expand availability of high school career focused programs.

Ike Nwosu

FY23   FY24

Meeting progress target

Progress update 2024: The number of students enrolled in dual credit courses has shown minor fluctuations over the years, with a range from 1,015 in 2020 to a peak of 1,079 students in 2023. There is ongoing work to rethink and restructure the dual credit program, aiming to enhance our focus on creating intentional pathways for district students to graduate from high school with valuable dual credit experiences that align with career opportunities or a smooth transition to higher education, specifically Lake Land College, and ultimately into the workforce.

The Dual Credit Director, Tessa Wiles has been working diligently with a cross-functional team and multiple external partners to address the many areas of that could benefit from improved processes.

Action Plan: Continue to develop clear pathways for students to transition from high school to Lake Land.

Refer to GPSEM Plan.	Pam Hartke	**Guided Pathways Project**

Action Plan: Provide a financial structure to ensure all district students have access to dual credit opportunities.

Review Cost Structure for Dual Credit and Dual Enrollment	Tessa Wiles	FY23 FY24 **Meeting progress target**

Progress update 2024: Various partnerships have been created to make program improvements and provide cohesive services to the high schools. The Dual Credit department has been meeting weekly with Admissions, Recruitment, and Testing to analyze services and information provided to the schools. From this group we have created surveys to gather vital information from the schools. As a result, we reduced the time required to complete the profile/intent process for dual credit students and held informational sessions for principals and counselors. This group has also analyzed the program manuals to include all services for the schools and assisted in feedback for the dual credit audits. This group will continue to further advance the program and communication from the college to the schools.

Action Plan: Enhance opportunities for Lake Land faculty to teach dual credit and dual enrollment courses.

Develop a data centered understanding of the impact and value of Dual Credit	Tessa Wiles	FY23 FY24 **Meeting progress target**

Progress update 2024: Data Analytics has created on the Data Digest Dashboard data for dual credit. Currently, there are plans for an extended data access for the high schools to use to assist in creating pathways. The DCP department has created Dual Credit Audits complete with data, courses information, transfer information, GECC/IAI information, and additional support to created intentional dual credit programs and pathways to postsecondary education, highlighting Lake Land programs.

Objective 3: Expand corporate partnerships, work-based learning opportunities and apprenticeship programs.		
Strategic Project Description	**Project Leader**	**Status Options**
Action Plan: Develop a process map for apprenticeships, registered and non-registered.		

Strategic Project Description	Project Leader	Status Options
Expand apprenticeships into new employment sectors.	Christine Strohl	FY23 FY24 **Meeting progress target**
Progress update 2024: Our Apprenticeship Coordinator and WIOA Business Services Representation continue to work with internal and external partners to develop apprenticeship program across campus and with new business partners. CDL continues to be our most popular apprenticeship, especially for incumbent workers. The orientations for students, mentors and business partners have been developed. Thus far, the orientations are being conducted on an as needed basis and not quarterly.		
Develop relevant and industry supported pre-apprenticeships and youth apprenticeships.	Bonnie Moore	FY23 FY24 **Project placed on hold**
Progress update 2024: This project should be placed on hold pending proposed rule changes from the Department of Labor regarding Youth Apprenticeships. Proposed rule changes will standardize what is currently youth apprenticeships and change them to a CTE model. New rules will significantly change the focus of this strategic initiative.		
Create class schedules that allows students to work in the field while working on a degree.	Michael Beavers	FY23 FY24 **Meeting progress target**
Progress update 2024: All programs that were moving to Tech2day have completed the scheduling and are offering classes in the 2-day format. HVAC will remain as night classes going Monday through Friday. Applied engineering is moving to CBE classes and open labs and will start classes Fall of 2025.		

Action Plan: Integrate work-based learning with post-graduation employment opportunities

Centralize the collection and promotion of work-based learning opportunities

Tina Moore

FY23 FY24

Meeting progress target

Progress update 2024: Handshake has been implemented and a marketing campaign has been implemented. Student and employer use of the platform has grown, facilitated by directional/usage handouts.

Action Plan: Research and implement a comprehensive industry partnership database.

Collaborate with key college staff to implement a database to be utilized by staff to best serve local employers.

Christine Strohl

FY23 FY24

Not meeting progress target

Progress update 2024: This project has not moved as fast as we had hoped. We have chosen the database we would like to implement however progress has slowed.

Objective 4: Grow and leverage relationships that support student access, funding and needs.

Strategic Project Description	Project Leader	Status Options

Action Plan: Expand relationships at the local, state and federal level to enhance grant and private donor funding opportunities for students.

Identify priorities and areas of support needed and funders to help make introductions of existing and current relationships to match with projects of support.

Christi Donsbach

FY23 FY24

Meeting progress target

Progress update 2024: Progress on growing partnerships to enhance student success continues to expand. The Foundation is implementing a new Community Partners program for 2024-2025. This is being established to help grow and increase partnerships among stakeholders for the College. Historically, the Foundation's main external fundraiser was our annual golf outing in which we raised over $59,000 in 2023. This year with our new community partners program, we are excited to engage with donors and businesses all year around and get them involved more on campus with our departments and programs. The community partner program will be an annual sponsorship where they will have the opportunity to be more visible at existing campus events and will have more direct access to our students and leadership. Sponsorships range from $1,000-$20,000 and will be tracked in our donor system, BlackBaud RENXT. The Foundation office will work collaboratively with all campus departments to build upon existing partnerships and events.

The Foundation office is on track towards our fundraising goal for FY24. To date, we've raised close to $700,000 with over 1,800 gifts. Over 70 strategic actions (phone calls, in-person visits, and emails) have taken place so far this year.

Pursue networking opportunities with internal and external partners to benefit grant opportunities.

Bethany Craig

FY23 FY24

Achieved – strategy development complete

Progress update 2023: I have established positive relationships both internally and externally including but not limited to attending and networking at East Central Illinois Development Corporation (ECIDC) meetings, Lake Land College Professional Advisory Committee Meeting with local school districts, Community Update Breakfast hosted by Mattoon and Charleston Chambers of Commerce, presenting at Lake Land College All Staff Meetings and Lake Land College Supervisory Meetings.

Create and utilize an internal Grant Advisory Committee.

Bethany Craig

FY23

Achieved – strategy development complete

Progress update 2023:   Grants Advisory Committee has been established and met in the Fall 2022 semester and the Spring 2023 semester.

Action Plan: Develop a plan to identify and respond to prioritized notice of funding opportunities and Request for Proposals.

Pursue National Science Foundation (NSF) training to develop a plan that engages the college community in the grant process.	Bethany Craig

FY23

Achieved – strategy development complete

Progress update 2023: I attended both the January 2023 NSF Mentor-Connect Training Workshop in New Orleans, LA and the July 2023 NSF Mentor-Connect Training Workshop in Atlanta, GA. I have also attended all NSF Mentor-Connect monthly webinars for this grant preparation process.

Action Plan: Increase faculty and staff membership involvement in local, regional, state, and national organizations and boards.

Develop and raise awareness of a database of faculty and staff external board membership or organizational involvement.	Lynn Breer

FY23   **FY24**

Meeting progress target

Progress update 2024: The developed survey will be distributed to all college employees again in fall 2024 and results will be uploaded.

Objective 5: Strengthen and expand transfer pathways with four-year institutions.

Strategic Project Description	Project Leader	Status Options

Action Plan: Expand 3+1 and 2+2 partnerships with four-year institutions.

Develop a database for all current and future articulation agreements.

Heather Nohren

FY23 FY24

Meeting progress target

Progress update 2024: There is an excel file that lists articulation agreements and 2+2 agreements. This will be completely updated to reflect active agreements during Summer 2024. Several agreements have been signed within the 2023-2024 academic year including Associate in Arts in English to EIU and Associate in Arts History and History Education to EIU. Several SIUC agreements have been signed including Associate in Applied Science Nursing, Accounting and Electronic Engineering Technology and Associate in Arts degrees including Criminal Justice, Elementary Education, Early Childhood, and History.

Improve and streamline the transfer process for students to four-year institutions.

Heather Nohren

FY23 FY24

Meeting progress target

Progress update 2024: Several new agreements have been articulated during the 2023-2024 academic year. These include partnerships with EIU and SIUC. Most recent EIU partnerships include History, History Education, and English. We also signed an agreement for all Associate in Applied Science programs to articulate into EIU's Computer Information Technology. We have also signed articulation agreements with SIUC including Applied Science Electronic Engineering Technology, Associate in Applied Science Nursing and Associate in Arts degrees including Early Childhood, Criminal Justice, Elementary Education, Psychology and History.

Action Plan: Operationalize the early childhood education consortium model.

Evaluate and monitor the implementation of the early childhood consortium model

Charles Jarrell

FY23 FY24

Meeting progress target

Progress update 2024: This is an ongoing process. We have developed a new relationship with EIU as well as various state agencies to enhance the ECE programs and the cohort model.

Objective 6: Enhance programming and services for IDOC and IDJJ students.

Strategic Project Description	Project Leader	Status Options

Action Plan: Annually enhance and/or introduce one to two CTE programs to ensure student and industry needs are met.

Work with IDOC and IDJJ leadership to study occupational needs.

Jennifer Billingsley

FY23 FY24

Meeting progress target

Progress update 2024: Lake Land College continues to improve and provide training opportunities within IDOC. Lake Land College agreed to a new contract with IDOC through FY 27. The new contract will improve staff recruitment from industry to ensure the continuity and quality of programs. The new contract will add Warehousing programs will be added to Vienna CC and Illinois River CC. In addition, Career Tech classrooms have all been updated so computer labs are networked, connecting to a server at Lake Land College to ensure software is continuously updated. New computer hardware has also been purchased through DOIT to continue to upgrade these labs with remaining labs being updated in FY 25. Instructor computer stations have been upgraded as well and have been networked to provide additional resources to correctional classrooms. Finally additional updates to Custodial curriculum are being finalized and are expected to be introduced in Spring 2025 as Lake Land College continues to introduce Associate of Applied Science Degrees to Career and Technical programs within IDOC to allow additional opportunities for students to continue their education.

# Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

Retention - measures the rate of the number of students who re-enroll from one term or one year to the next. Retention takes into account students who completed a degree or certificate.

70.8%

Fall 2022
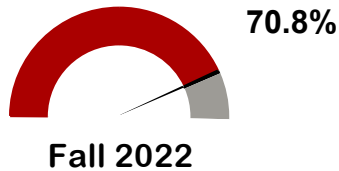
Fall-to-Fall (Year/Year)- First Time/.Full-Time/Degree Seeking - Students who enrolled their first year and continued enrollment to the next year or completed their degree and graduated.

National Average - 75.6%
Goal - 78%
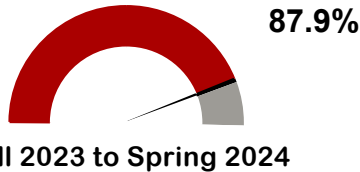
87.9%

Fall 2023 to Spring 2024

Fall-to-Spring (Term/Term) - First Time/.Full-Time/Degree Seeking - Students who enrolled their first semester and continued enrollment to the next semester or completed their degree and graduated.

Goal - 85%

Persistence - to quantify the drive, determination, and success that a student has towards their degree or certificate. It is determined by the number of attempted credits compared to the number of successfully earned or completed credits. We define successful completion of a course when a student receives a C or better.

All Modalities

86.4%

Summer 2023

83.5%

Fall 2023

87.1%

Spring 2024

Goal - 85% across all modalities

Online/Hybrid

82.2%

Summer 2023

76.4%

Fall 2023

80.1%

Spring 2024

Stretch Goal - 90%

Face-to-Face

93.6%

Summer 2023

84.6%

Fall 2023

88.6%

Spring 2024

Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

Retention - measures the rate of the number of students who re-enroll from one term or one year to the next. Retention takes into account students who completed a degree or certificate.

Fall-to-Fall (Year/Year)- First Time/.Full-Time/Degree Seeking - Students who enrolled their first year and continued enrollment to the next year or completed their degree and graduated.

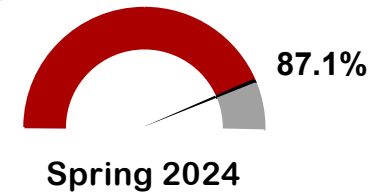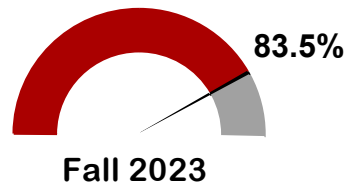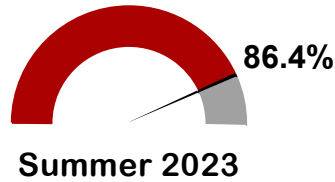| 67.9%	68.3%	70.3%	74.3%	70.8%
Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022

Fall-to-Spring (Term/Term) - First Time/.Full-Time/Degree Seeking - Students who enrolled their first semester and continued enrollment to the next semester or completed their degree and graduated.

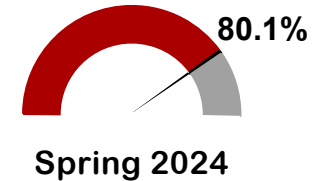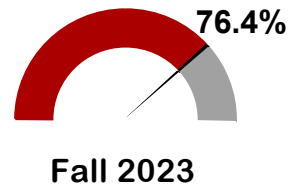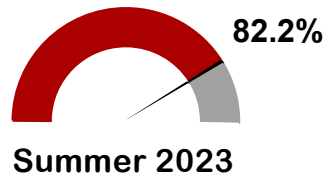| 85.8%	84.5%	85.7%	87.5%	86.3%
Fall 2018 - Spring 2019	Fall 2019 - Spring 2020	Fall 2020 - Spring 2021	Fall 2021 - Spring 2022	Fall 2022 - Spring 2023

Persistence - to quantify the drive, determination, and success that a student has towards their degree or certificate. It is determined by the number of attempted credits compared to the number of successfully earned or completed credits. We define successful completion of a course when a student receives a C or better.
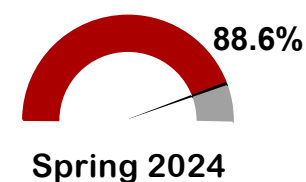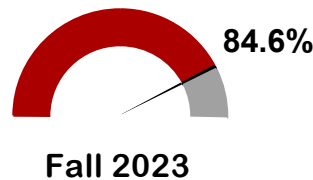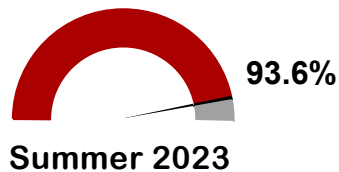
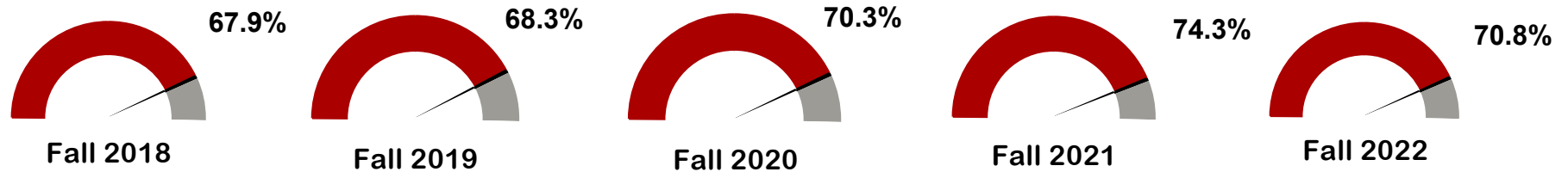| 83.3%	83.9%	83.8%	84.5%	85.4%
FY 2020	FY 2021	FY 2022	FY 2023	FY 2024

Strategic Plan 2023 - 2027 Key Performance Indicators
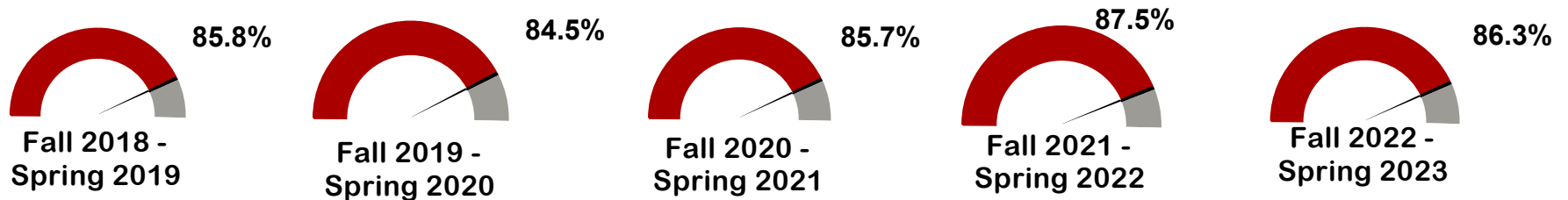
Retention - measures the rate of the number of students who re-enroll from one term or one year to the next. Retention takes into account students who completed a degree or certificate.
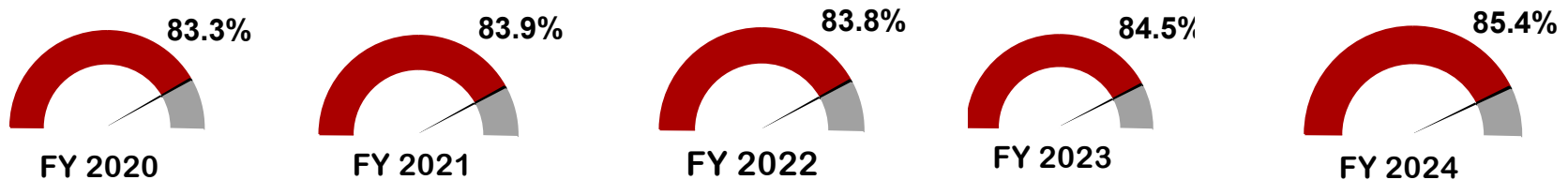
Economically Disadvantaged

2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
83.3%	85.4%	82.7%	84.5%	85.5%	82.5%	86.1%

Academically Disadvantaged

2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
83.1%	82.2%	81.0%	81.6%	79.2%	80.6%	61.5%

First Generation

2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
82.5%	83.9%	80.1%	82.0%	84.7%	82.2%	85.7%

Single Parent

2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
71.9%	78.3%	80.4%	83.3%	84.8%	74.4%	87.5%

Ethnicity

	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
American/Alaska Native	62.5%	72.7%	81.8%	77.8%	71.4%	75.0%	75.0%
Asian	100.0%	64.3%	100.0%	100.0%	83.3%	100.0%	80.0%
Black or African American	75.4%	83.3%	66.0%	66.7%	71.4%	80.0%	76.3%
Hawaiian/Pacific Islander			66.7%			100.0%	100.0%
Hispanic	77.4%	90.3%	82.5%	74.2%	78.3%	86.8%	87.5%
White	84.9%	86.0%	85.3%	87.0%	88.5%	86.8%	88.9%
No Response or Unknown	84.8%	92.2%	93.3%	87.5%	92.3%	82.1%	86.7%

Diversity, Equity, Inclusion and Belonging

Goal 85%

Note: Based on the results above it confirms that the wrap-around service and additional support that we provide increases the retention among our DEIB population.

Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

Degree Seeking Annual Enrollment - Students enrolled in at least one credit bearing course during the academic year. This includes student who intend to complete a degree or certificate excluding Department of Corrections.

Full-Time Equilavent (FTE) - 1 FTE student = 30 credit hours
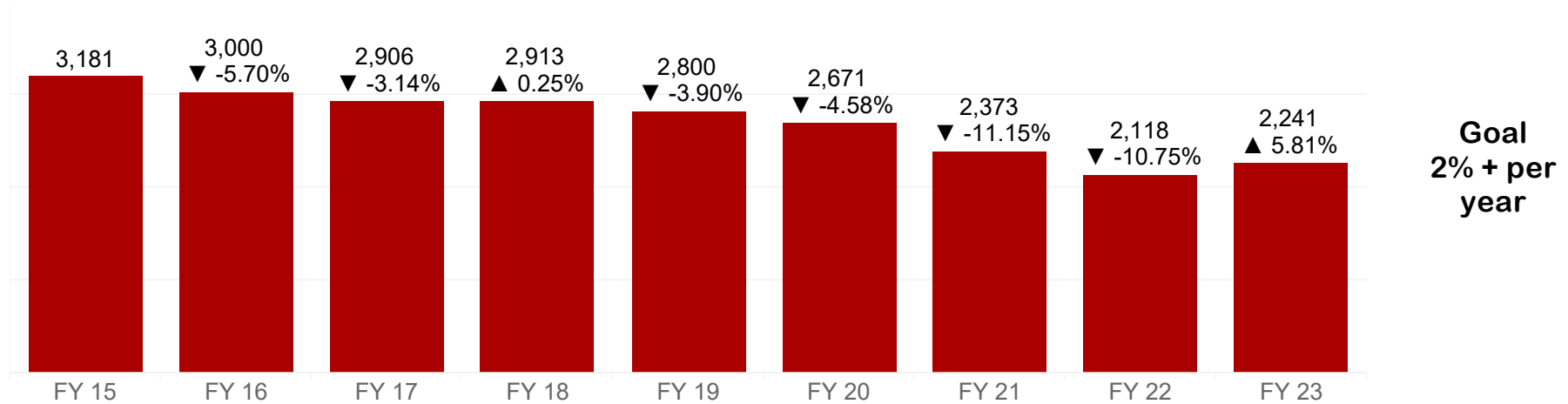
	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Value	3,181	3,000	2,906	2,913	2,800	2,671	2,373	2,118	2,241
Change		▼ -5.70%	▼ -3.14%	▲ 0.25%	▼ -3.90%	▼ -4.58%	▼ -11.15%	▼ -10.75%	▲ 5.81%

Goal 2% + per year

Head Count - 1 enrolled student = 1 head count in any of the three terms in the academic year.

	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Value	4,849	4,523	4,316	4,316	4,106	3,915	3,469	3,202	3,183
Change		▼ -6.72%	▼ -4.58%	▲ 0.00%	▼ -4.87%	▼ -4.65%	▼ -11.39%	▼ -7.70%	▼ -0.59%

Goal 2% + per year

STUDENT EQUITY & SUCCESS

Department of Corrections Annual Enrollment - Students enrolled in at least one credit bearing course during the academic year.

Full-Time Equilavent (FTE) - 1 FTE student = 30 credit hours

	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Value	2,573	2,542	2,282	2,049	2,262	2,142	207	526	771
Change		▼ -1.19%	▼ -10.24%	▼ -10.20%	▲ 10.39%	▼ -5.32%	▼ -90.32%	▲ 153.77%	▲ 46.53%
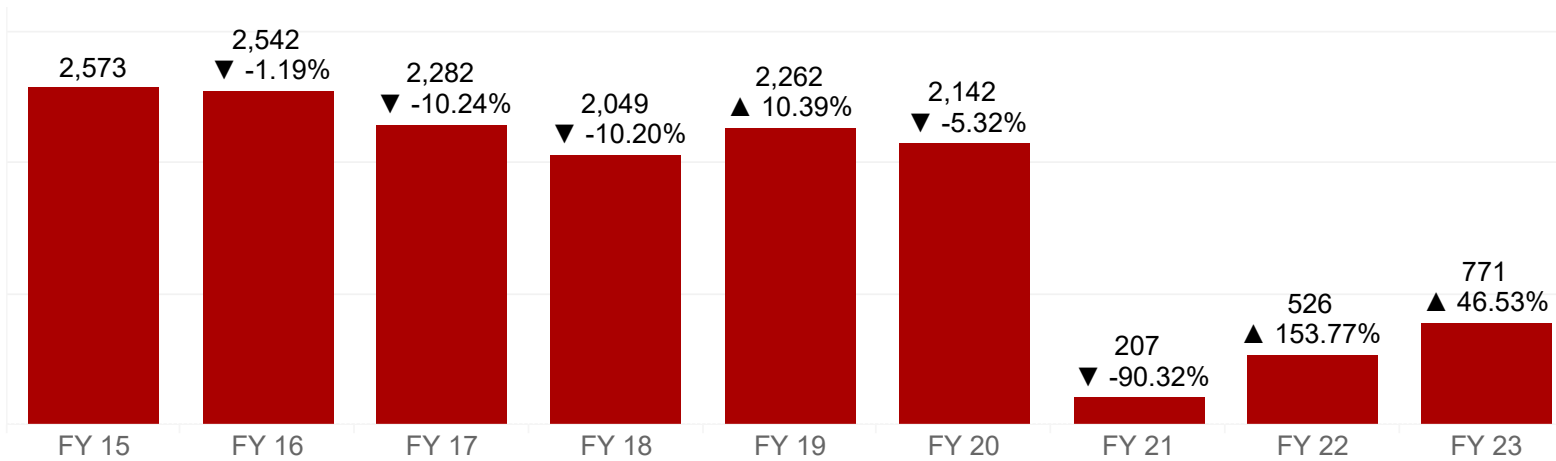
DOC enrollment is limited by access at each site and not controlled by the College.

Head Count - 1 enrolled student = 1 head count in any of the three terms in the academic year.

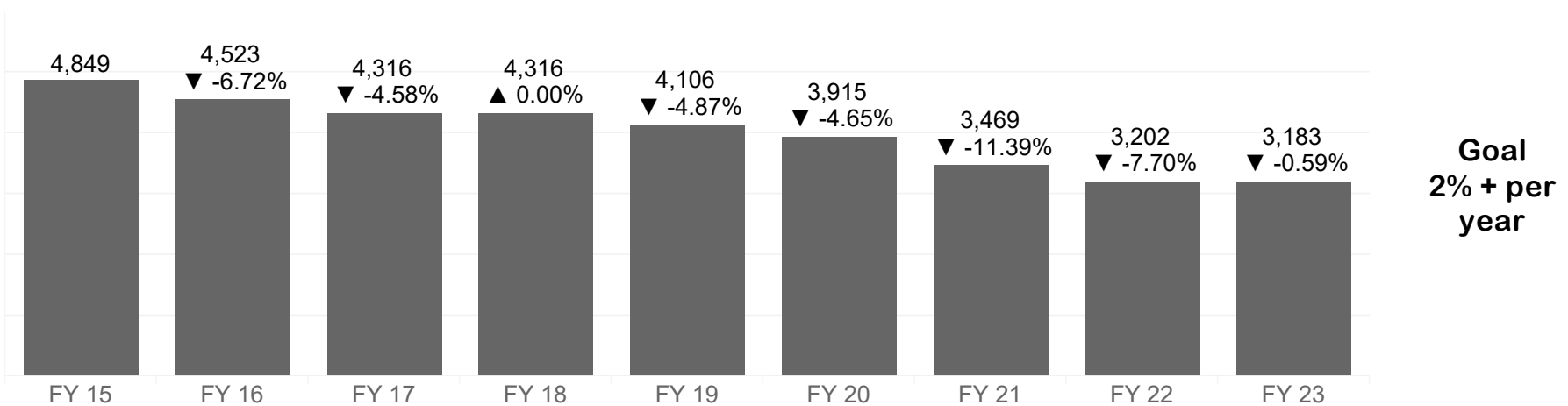|	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Value	6,880	6,662	5,849	5,214	5,782	5,376	746	1,426	1,849
Change		▼ -3.17%	▼ -12.20%	▼ -10.86%	▲ 10.89%	▼ -7.02%	▼ -86.12%	▲ 91.15%	▲ 29.66%
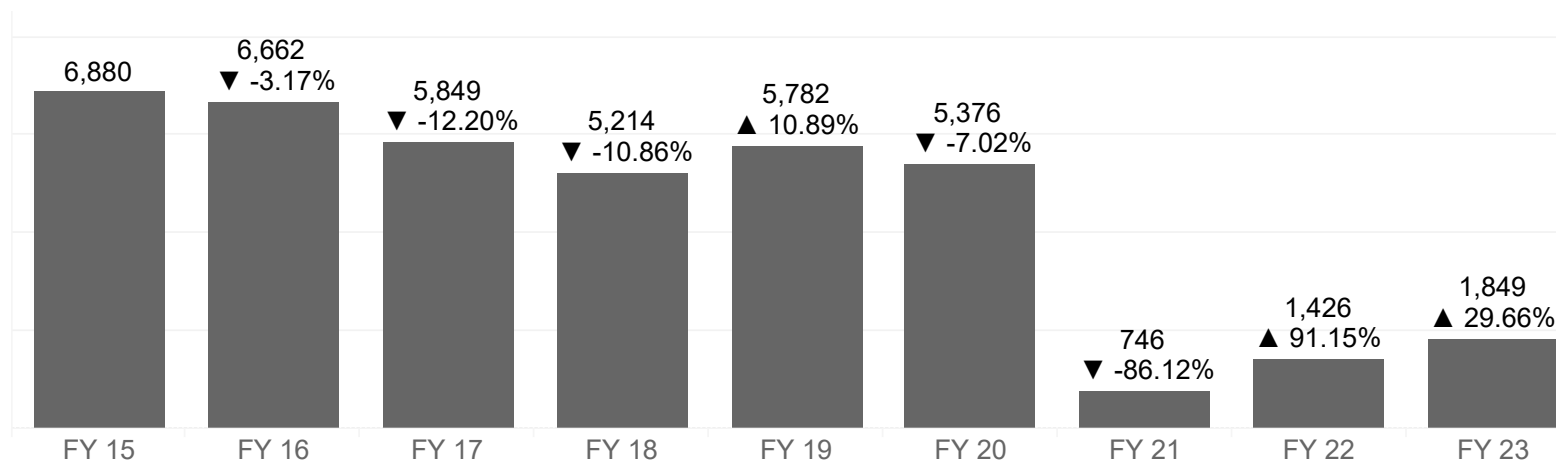
STUDENT EQUITY & SUCCESS

Total Annual Enrollment - Students enrolled in at least one credit bearing course during the academic year. This includes Department of Corrections, Short Term Training and Dual Credit.

Full-Time Equilavent (FTE) - 1 FTE student = 30 credit hours
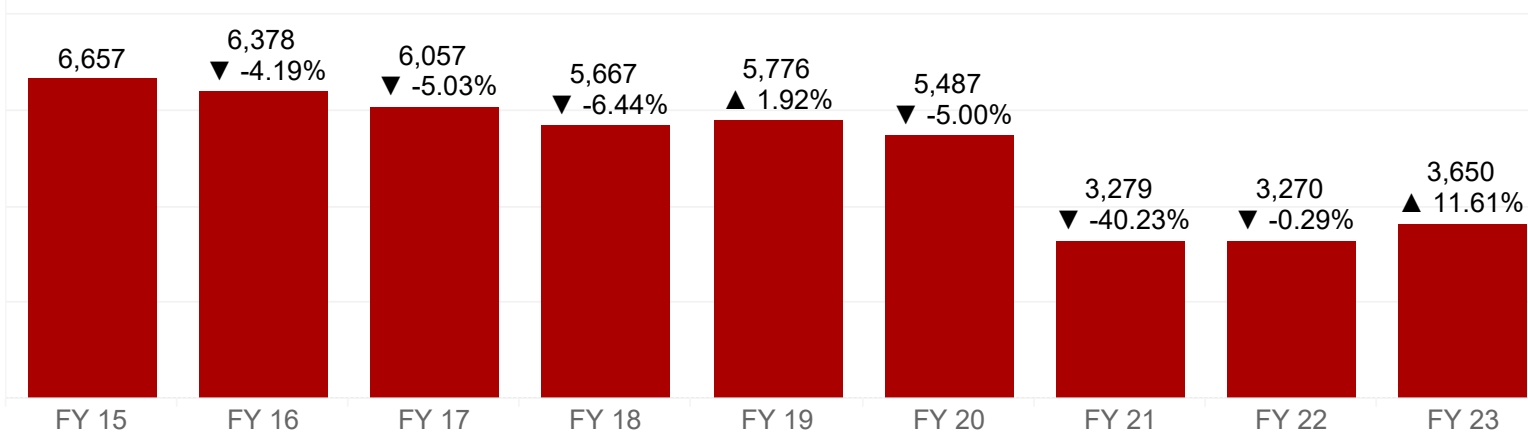
	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Value	6,657	6,378	6,057	5,667	5,776	5,487	3,279	3,270	3,650
Change		▼ -4.19%	▼ -5.03%	▼ -6.44%	▲ 1.92%	▼ -5.00%	▼ -40.23%	▼ -0.29%	▲ 11.61%

Head Count - 1 enrolled student = 1 head count in any of the three terms in the academic year.

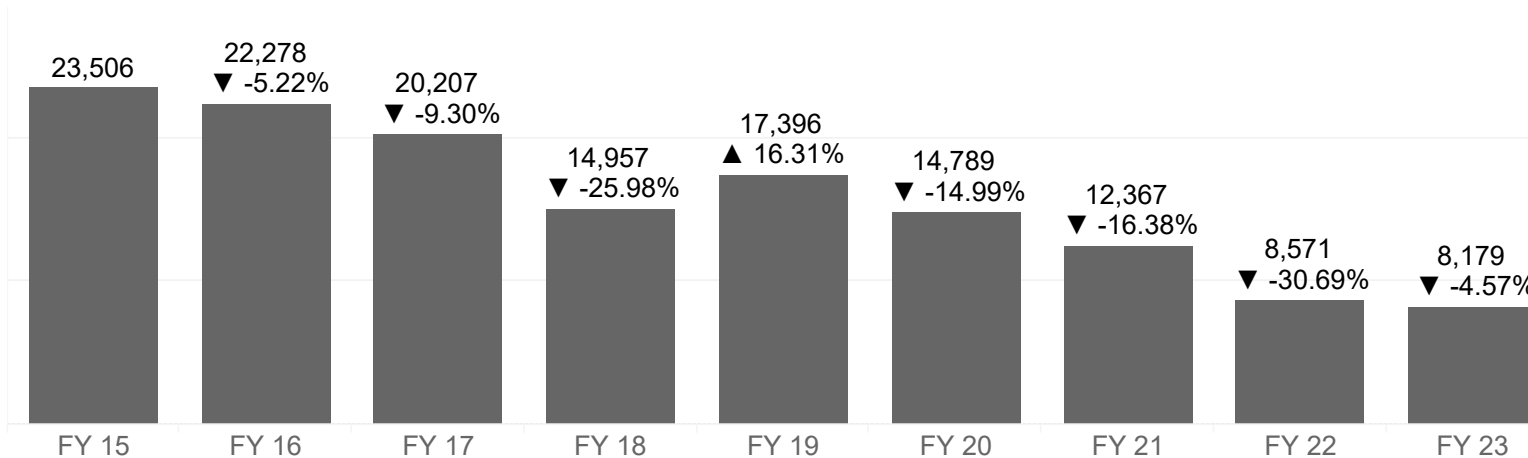|	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23
Value	23,506	22,278	20,207	14,957	17,396	14,789	12,367	8,571	8,179
Change		▼ -5.22%	▼ -9.30%	▼ -25.98%	▲ 16.31%	▼ -14.99%	▼ -16.38%	▼ -30.69%	▼ -4.57%

Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

Student Matriculation - percentage of applicants who apply and then enroll at the College.
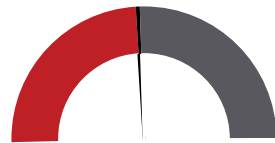
Goal 55%

49%
2021FA
(1,084 of 2,212)

50%
2022FA
(1,120 of 2,230)
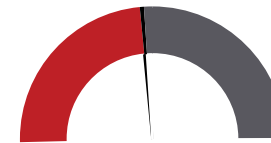
48%
2023FA
(1,049 of 2,186)

Monthly Matriculation Fall 2023 - percentage of applicants who apply for the month and then enroll at the College.

36%
September
(82 of 225)
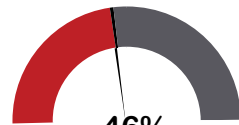
46%
October
(118 of 255)

36%
November
(70 of 193)
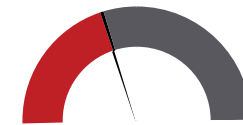
41%
December
(54 of 133)
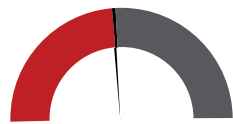
48%
January
(112 of 232)
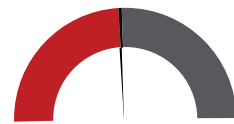
49%
February
(75 of 153)

57%
March
(112 of 196)
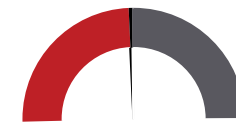
50%
April
(62 of 125)
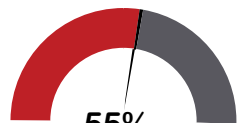
55%
May
(83 of 152)

55%
June
(87 of 157)
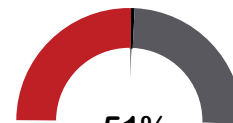
51%
July
(99 of 196)
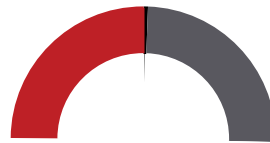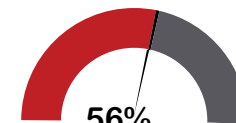
56%
August
(95 of 169)

Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

Student Matriculation - percentage of applicants who apply and then enroll at the College.

Current Year High School Grads

59%
2021FA
(624 of 1,054)
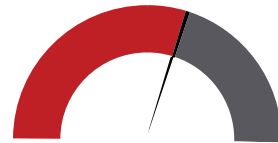
59%
2022FA
(646 of 1,089)
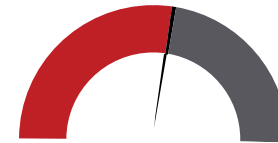
54%
2023FA
(589 of 1,081)

Goal 60%

All Other New Applicants
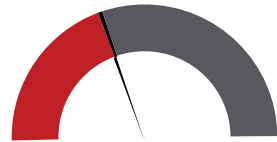
40%
2021FA
(460 of 1,158)
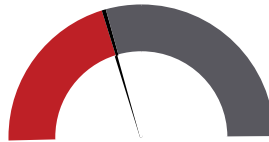
41%
2022FA
(474 of 1,141)
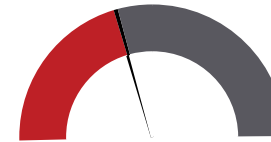
42%
2023FA
(460 of 1,105)

Goal 55%

Current Year High School Grads who applied and attempted dual credits
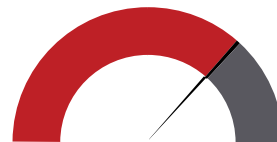
73%
2021FA
(347 of 476)

72%
2022FA
(323 of 446)

65%
2023FA
(279 of 429)

Goal 75%

Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

Student Matriculation - percentage of applicants who apply and then enroll at the College.

By Division

Fall 2023

60%
AG
(138 of 230)

36%
AHD
(161 of 449)

49%
BUS
(242 of 497)

48%
CRSE
(45 of 93)
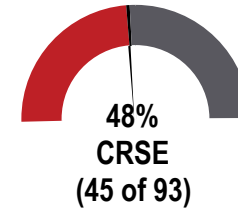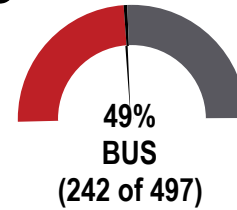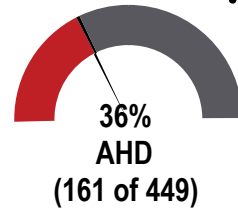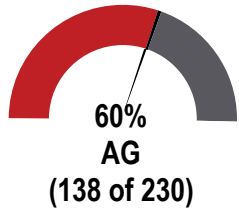
CRSE is Course Enrollees

57%
HUM
(61 of 107)

52%
MSD
(80 of 153)

49%
SSE
(206 of 419)

48%
TEC
(100 of 210)

Each Division should set their own stretch goals
Overall College Goal - 60%

STUDENT EQUITY & SUCCESS

Dual Credit - Dual Credit is a partnership between Lake Land College and district high schools that provides students the opportunity to earn college credit prior to high school graduation. Dual credit courses are offered in the convenience of the high school classroom during the regular high school day. In addition to the convenience of gaining college credit during their regular school day, dual credit students experience the benefits of time savings, reduced college costs, college preparation, and early Lake Land College registration.

DUAL CREDIT ENROLLMENT BY TERM

Term	Count
2005FA	936
2006SP	1,367
2006FA	1,067
2007SP	1,458
2007FA	976
2008SP	1,250
2008FA	857
2009SP	1,231
2009FA	930
2010SP	1,299
2010FA	773
2011SP	1,169
2011FA	810
2012SP	1,305
2012FA	775
2013SP	1,299
2013FA	823
2014SP	1,338
2014FA	953
2015SP	1,305
2015FA	929
2016SP	1,296
2016FA	1,040
2017SP	1,407
2017FA	1,066
2018SP	1,265
2018FA	1,020
2019SP	1,298
2019FA	1,052
2020SP	1,209
2020FA	1,025
2021SP	1,205
2021FA	1,001
2022SP	1,284
2022FA	969
2023SP	1,203
2023FA	1,037
2024SP	1,277

Y-axis: DUAL UNIQUE STUDENT COUNT (0, 500, 1000, 1500)

Goal 5% Annual Increase

Dual Credit enrollment for Spring includes students who have been taking a year long dual credit course. Limitations of ICCB reporting don't allow us to show them as students in the Fall.

STUDENT EQUITY & SUCCESS

Completions/Graduates - Students who complete a degree, certificate or non-degree credential during the reporting year. This is a duplicated number. It counts each degree or certificate awarded for each person.

Degrees Awarded

Degree	2017	2018	2019	2020	2021	2022	2023	2024
Associate Engineering Science	5	8		5	5	7	5	5
Associate in Applied Sciences	374	376	397	356	311	341	346	313
Associate in Arts	125	198	290	287	283	245	285	189
Associate in Liberal Studies	49	49	47	55	43	35	31	13
Associate in Science	201	165	73	55	49	58	53	42
Certificate	235	276	278	266	284	279	368	253
Department of Corrections	2,470	2,206	2,450	2,715	292	776	1,494	1,215
Technical Training	339	262	231	176	186	189	361	154
Grand Total	3,798	3,540	3,766	3,915	1,453	1,930	2,943	2,184

Affordability - Tuition and Fees based on In-District Tuition and 30 Credit hours annually.

| Fiscal Year	Tuition & Fees	% Change
2005	$1,903.50	
2006	$1,992.00	4.65%
2007	$2,097.00	5.27%
2008	$2,214.00	5.58%
2009	$2,394.00	8.13%
2010	$2,544.00	6.27%
2011	$2,784.00	9.43%
2012	$2,904.00	4.31%
2013	$3,114.00	7.23%
2014	$3,234.00	3.85%
2015	$3,459.00	6.96%
2016	$3,459.00	0.00%
2017	$3,789.00	9.54%
2018	$3,990.00	5.30%
2019	$4,110.00	3.01%
2020	$4,130.10	0.49%
2021	$4,280.10	3.63%
2022	$4,280.10	0.00%
2023	$3,965.10	-7.36%
2024	$4,280.10	7.94%
2025	$4,415.10	3.15%

Fiscal Year
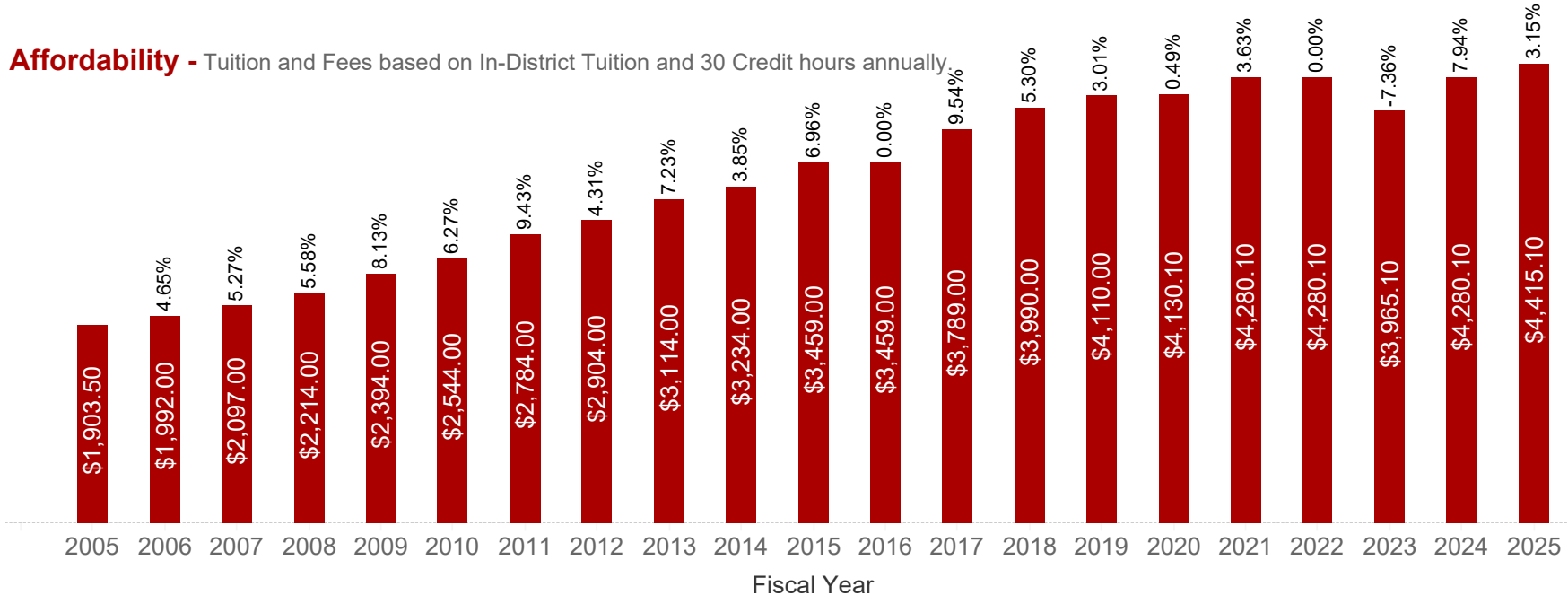
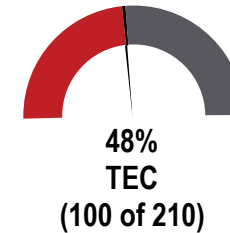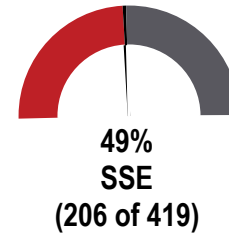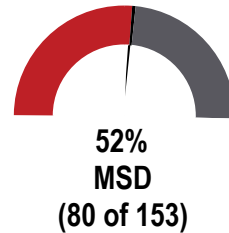# Strategic Plan 2023 - 2027 Key Performance Indicators
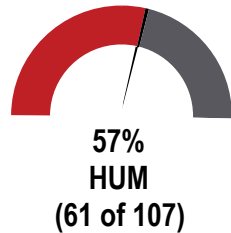
STUDENT EQUITY & SUCCESS

Affordability - Comparing Tuition and Fees charged to students compared to other community colleges and the state average. This information is as it is reported to ICCB. Each College has a different fee structure which may or may not be included in the totals.

Tuition and Fees based on 30 student credit hours

College	Value
ILLINOIS EASTERN	$3,300
REND LAKE	$3,300
LAKE LAND COLLEGE	$3,315
MCHENRY COUNTY	$3,495
LEWIS & CLARK	$3,750
ILLINOIS VALLEY	$3,768
KASKASKIA	$4,080
LINCOLN LAND	$4,110
STATE AVERAGE	$4,135
RICHLAND	$4,170
JOHN A LOGAN	$4,350
KANKAKEE	$4,500
DANVILLE AREA	$4,560
ILLINOIS CENTRAL	$4,650
PARKLAND	$4,650
HEARTLAND	$4,980

(All FY 2023-24)
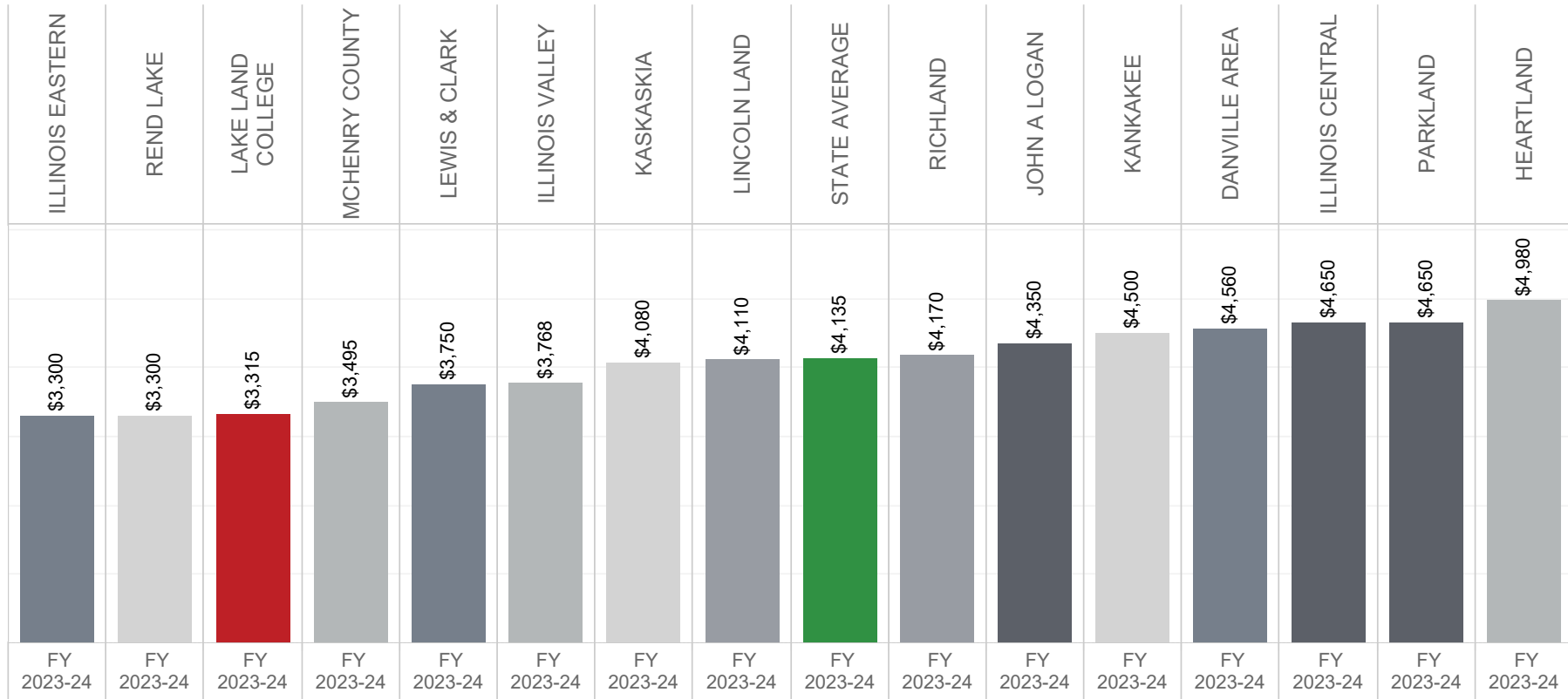
GOAL - Remain in bottom 1/3 of Community Colleges in Illinois
Lake Land is the 3rd lowest to the student for Tuition and Fees compared to our Peer Colleges and Colleges adjacent to our district.

In prior KPI Reports our textbook rental fee was removed from our total. To maintain consistency with ICCB Publications the textbook fee is now included in these six years thus the shift of where we rank.

INSTITUTIONAL & EMPLOYEE EXCELLENCE

Employee Retention

Goal

Average Years of Service = 15.0

Administrators
Count: **40**
Average Years of Service: **10.4**
Max Years of Service: **32.0**
Min Years of Service: **0.2**

Faculty
Count: **106**
Average Years of Service: **15.6**
Max Years of Service: **30.7**
Min Years of Service: **0.13**

Supervisors
Count: **19**
Average Years of Service: **11.8**
Max Years of Service: **27.0**
Min Years of Service: **0.08**

Support Staff
Count: **150**
Average Years of Service: **7.0**
Max Years of Service: **25.4**
Min Years of Service: **0.04**

Custodian
Count: **22**
Average Years of Service: **7.2**
Max Years of Service: **24.8**
Min Years of Service: **0.04**

Para Professionals
Count: **23**
Average Years of Service: **7.8**
Max Years of Service: **26.1**
Min Years of Service: **0.04**

Full-Time
Count: **360**
Average Years of Service: **10.2**
Max Years of Service: **32.0**
Min Years of Service: **0.04**

Part-Time
Count: **103**
Average Years of Service: **11.3**
Max Years of Service: **43.7**
Min Years of Service: **0.10**

ENGAGING MINDS, CHANGING LIVES, THROUGH THE POWER OF LEARNING.

LAKE LAND COLLEGE

Strategic Plan 2023-2027 - Key Performance Indicators

Focus Area 4: Partnerships to Enhance Student Success.

A. Advance relationships among education, community, and workforce partners to support job readiness, local industry, and workforce development.

B. Strengthen and continually support transfer options and career pathways.

Center for Business and Industry

	FY 2019 # Students	FY 2020 # Students	FY 2021 # Students	FY 2022 # Students	FY 2023 # Students	FY 2024 # Students	
Commerical Driver Licensing (CDL)	89	70	42	73	125	207	
Continuing Education - Professional Development	447	214	161	253	300	238	**Goal**
Contract Training	880	67		204	200	104	**20%** Increase
Traffic Safety (5 Counties)	1150	1014	746	762	872	948	
Testing (CNA & Paraprofessionals)	263	335	371	265	362	318	
Summer College for Kids	110					78	
Ed 2Go Online						21	
Apprenticeships						20	
Total	2939	1700	1320	1557	1859	1934	
Change		**-42%**	**-22%**	**18%**	**19%**	**4%**	

FY2020 & FY2021 were impacted by the pandemic
FY 2024 lauches a new software program to better track attendance with trainings.

Assessment

Assessment Projects represented in each of the following areas:

	FY 2022		FY 2023	
Institutional Assessment				
Academic Services	6		6	
Business Services	6		6	
Student Services	12	*	13	*
President's Office	10	*	11	
	34		36	
% assessed by due date	91%		89%	
Course Assessment				
Agriculture	70		75	
Allied Health	87		104	
Business Services	178		176	
Humanities	98		96	
Math & Science	78	*	74	*
Social Science and Education	135	*	139	*
Technology	123	*	118	*
Department of Corrections	84	+	135	*
CDL	6		9	
	769		927	
% assessed by due date	96%		97%	
Program Assessment				
Total Programs Assessed	105		97	
% assessed by due date	100%		100%	

Goal
100%
On Time

* Assessments were complete but not as of due date.
\+ DOC has not reached full instructional delivery after pandemic
Assessment for FY 2024 will be completed in September 2024

STUDENT EQUITY & SUCCESS

Enrollment Trends - Since the pandemic we are seeing an alarming trend of district high school graduates who are not choosing to further their education.

	Number of Grads	Attending LLC	% Attending LLC	Attending Other In State	% Attending Other in State	Attending Out of State	% Attending Out of State	Attending some College	% Attending some College	Not Attending	% Not Attending
2023	2085	482	47.21%	390	18.7%	149	7.1%	1021	49.0%	1064	51.0%
2022	2081	558	52.94%	385	18.5%	111	5.3%	1054	50.6%	1027	49.4%
2021	2159	546	53.37%	338	15.7%	139	6.4%	1023	47.4%	1136	52.6%
2020	2108	596	56.39%	306	14.5%	155	7.4%	1057	50.1%	1027	48.7%
2019	2260	652	54.42%	392	17.3%	154	6.8%	1198	53.0%	1030	45.6%

Top Colleges or Universities where district high school graduates are attending excluding Lake Land

	Eastern Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	University of Illinois @ Urbana	Illinois State	Millikin	Indiana State, IN	Ivy Tech, IN	Kaskaskia	Parkland	Illinois Eastern
2023	128	29	17	34	18	13	23	18	16	23	33
2022	127	30	35	28	23	7	12	6	25	21	31
2021	81	19	52	30	16	10	28	6	13	15	34
2020	102	15	21	27	9	7	34	15	21	12	41
2019	115	17	38	34	16	11	28	19	31	27	62

Goal
Lake Land remains the preferred College for those attending - 55%
Decrease in the number of students not attending any College - Less than 45%

2024 numbers are not available until October 2024

Direct Instructional Unit Cost

	2019	2020	2021
Lake Land	$ 1,635.00	$ 1,806.08	$ 2,601.87
Ranking	32nd of 39	32nd of 39	30th of 39
State Unit Cost	$ 4,406.00	$ 4,589.00	$ 5,171.00

Direct Instructional Unit Cost is caluculated using Audited Expenditures by Function divided by Annual FTE

Goal

Bottom 1/3 of Community Colleges in Illinois

Institutional Effectiveness

Grants

	Awarded/ Applied	Amount Awarded
FY 2023	15 / 25	$ 2,029,439.35
FY 2024	13 / 26	$ 1,753,379.00

Institutional Research

PACE College Climate Employee Survey and the Noel Levitz student survey were administered in Spring 2023 and were presented to the Board of Trustees and College community in Fall 2023. Action plans have been implemented in FY 2024 for areas of improvement identified from both surveys.

Data Analytics

Published the Data Digest to the Lake Land Website. This provides public access to available data.

Lake Land College
Data Digest

The Data Digest provides interactive and visual information on various metrics. These interactive dashboards allow users to filter the data to see it from different aspects. These dashboards are frequently updated to provide the most recent data available. If you have questions please contact Lisa Cole, Director of Data Analytics, at lcole@lakelandcollege.edu or phone (217) 234-5280.

Dashboards

Enrollment | Key Performance Indicators | Fast Facts | Dual Credit

TERMINOLOGY

STRATEGIC PLAN	Process the College will follow to realize our vision of an ideal future state. It provides a road map for how we will get there.
STRATEGIC PLAN MATRIX	Summary document of focus areas, goal statements and objectives, arranged in columns by focus area.
FOUR FOCUS AREAS	Major categories for efforts to enhance student equity and success, along with institutional and employee excellence.
GOAL STATEMENTS	Defines the results we wish to produce.
PRIORITY OBJECTIVES	Actions we hope to achieve over the duration of the plan.
ACTION PLAN STATEMENTS	Brief statement of how we will achieve a particular goal and objective. Note: All action plan statements have been finalized for the FY 2023-2027 planning cycle.
STRATEGIC PROJECT DESCRIPTION	Summary of a strategic initiative to be undertaken to achieve a goal and objective. Note: Strategic projects may be added throughout the FY 2023-2027 planning cycle.
WORKSHEET FOR STRATEGIC ACTION PLAN PROJECTS	Tool to help identify, clarify, and plan for what resources will be needed to reach a goal and objective, including a timeline of expected activities, milestones, KPI indicators or measures of progress and team members needed to complete various tasks.
STRATEGIC PLANNING MANAGEMENT SYSTEM	Internal software tool available to record, monitor and support bi-annual reporting on progress of strategic initiatives throughout the planning cycle.
KEY PERFORMANCE INDICATORS (KPI'S)	KPI stands for key performance indicator, **a quantifiable measure of performance over time for a specific objective.** KPIs provide targets for teams to shoot for, milestones to gauge progress, and insights that help people across the organization make better decisions.
MEASURABLE GOALS	Goals should be able to be quantified and tracked. Data should be available to quantify your goals. Makes it easier to track progress and know when you've reached the finish line.
INSTITUTIONAL EFFECTIVENESS PLANNING	Institutional Effectiveness Planning (IEP) is a process whereby institutions engage in ongoing evaluation, assessment, and improvement initiatives so the institution can determine how well it is fulfilling its mission and achieving its goals.
INSTITUTIONAL EFFECTIVENESS TEAM	The Institutional Effective Team consists of Data Analytics, Research & Reporting, Assessment and Grants. The team supports all other areas of the College in providing data for decision making, reporting, grant proposals and assessments.

STRATEGIC PLANNING COMMITTEE MEMBERS

Purpose: Assist with facilitating the development and maintenance of the College's strategic plan. Serve as a resource to the President's Cabinet on issues related to the strategic plan. Be champions for the planning process and aid in communicating the process with the College community.

CHAIR
Jean Anne Highland, Chief of Staff

COMMITTEE ASSISTANT
Seirra Laughhunn, Executive Assistant to the
    President's Office

MEMBERS
Lynn Breer, Director of Institutional Research & Reporting
John Carpenter, Business Instructor/Program Coordinator,
    Management/Marketing
Lisa Cole, Director of Data Analytics
Tanishia Fulk, Student Services Specialist III - Admissions
Matt Greider, History Instructor
Pam Hartke, Associate Dean of Enrollment
Peighton Hinote, Coordinator for Student Communication
 & Initiatives
Ike Nwosu, Vice President for Academic Services
Tony Sharp, Director of Enterprise Applications
Madge Shoot, Comptroller
Lisa Shumard-Shelton, Director of Student Life
David Stewart, Chief Information Officer
Chris Strohl, Dean of Workforce Solutions & Community
Education
Nermine Tawdros, Data Analyst & Assessment
Coordinator
Laura Tucker, Custodian
Tessa Wiles, Director of Dual Credit & Honors Experience

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Josh Bullock, President