

Strategic Planning FY 2023-2027

“Growing the Laker Advantage!”

Bi-Annual Report to the Board of Trustees

December 9, 2024



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

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Update from the President:

Dear College Community and Board of Trustees,

It is my pleasure to present our fourth Strategic Plan Bi-Annual Report for the FY 2023-2027 cycle. This report reflects the ongoing work and collaboration across our College as we pursue the goals and objectives set forth in our strategic plan, Growing the Laker Advantage.

Launched in 2021, this plan was shaped through feedback from a wide array of stakeholders, including students, faculty, staff, K-12 partners, and leaders from our business and community organizations. The insights provided were invaluable in forming our FY 2023-2027 Strategic Plan, which represents our shared mission to provide an affordable, accessible, and effective learning environment. Grounded in our mission and values, our efforts are guided by our commitment to serving the diverse educational needs of our communities and by the belief that continuous improvement is key to achieving our vision of engaging minds and changing lives through the power of learning.

The four focus areas within Growing the Laker Advantage provide a structured path forward:

1. Student Equity and Success – Teaching and Learning
2. Student Equity and Success – Processes and Student Support
3. Institutional and Employee Excellence
4. Partnerships to Enhance Student Success

The achievements detailed in this report span the first 2 ½ years of our strategic planning cycle. We are pleased to report notable progress on 69 projects, with 24 projects already completed, thanks to the collective work of our dedicated employees across departments, divisions, and units.

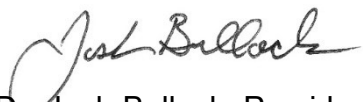
Transparency and accountability remain core to our approach. In this report, we outline the status of 110 ongoing and planned projects, with clear timelines and indicators of progress. While some initiatives are scheduled for later in the cycle, others have been intentionally paused to ensure they are developed through a diversity, equity, inclusion, and belonging (DEIB) lens, particularly as we further develop a College-wide equity plan.

In alignment with our commitment to transparency, nine projects within this plan overlap with the Guided Pathways Strategic Enrollment Management Plan (GPSEM), led by our Associate Dean of Recruitment and Enrollment Management. A separate report on the progress of the GPSEM plan is reported at least annually to the Board of Trustees, providing an additional layer of insight into these critical areas.

We continue efforts to enhance our data analytics capacity, ensuring that key performance indicators (KPIs) for student success and institutional effectiveness are regularly updated, closely monitored and publicly accessible. The Data Digest web page, supported by Tableau visualizations, offers ongoing insights, while the bi-annual reports and monthly Board of Trustees meetings provide additional opportunities to review specific metrics in greater depth.

I am deeply grateful to each member of our College community for your dedication to making Growing the Laker Advantage a living, dynamic plan so that we can effectively and timely respond to the evolving needs of our students and place their success at the center of all that we do.

In service to Lake Land College, Community College District #517,

A handwritten signature in black ink, reading "Josh Bullock". The signature is fluid and cursive, with the first letters of "Josh" and "Bullock" being capitalized and prominent.

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> A. Improve retention, persistence and completion. B. Close equity gaps and support student access and affordability. 	<ul style="list-style-type: none"> A. Invest strategically in personnel, facilities, technology and equipment. B. Support and engage employees through enhanced communication and inclusive practices. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

Strategic Plan 2023-2027 – Project Legend		
Number of Projects		
24	 Achieved - strategy development complete	Project has been completed
69	 Meeting progress target	Project is on target and continuing to see activity
3	 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.			
<p>Identify opportunities for hybrid programs for technical training and implement hybrid and open lab models.</p> <p>Progress update Fall 2024: The tech2day program is being implemented across the technology division. New marketing materials are highlighting Tech2day as well as a tech2day wrap on the truck and trailer. FlexTech with its open lab model and hybrid curriculum is coming online in the spring of 2025 and marketing for that should start in November 2024.</p>	<p>Michael Beavers</p>		 <p>Meeting progress target</p>
<p>Enable more Hybrid-Flexible or HyFlex courses for students.</p> <p>Progress update 2024:</p> <ul style="list-style-type: none"> • 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 	<p>David Stewart</p>		 <p>Achieved – strategy development complete</p>

Identify opportunities for incumbent worker training.

Bonnie Moore



Meeting progress target

Progress update Fall 2024:

We have met the two new contracts for FY2025 with contracts with Rural King, MPMI and Conagra. All three are new contracts. Rural King is providing a training series entitled "EmpowHERment"; specifically designed for upskilling females in the workplace. MPMI enrolled students in the Electronic Drives Series. Conagra will be enrolling 9 students in 3 sessions for customized PLC and robotics training in December.

Create cross-discipline learning communities.

Matthew Landrus



Meeting progress target

Progress update Fall 2024:

We have successfully established a cross-discipline learning community by partnering with the Math/Science Division to accommodate the RANGE Grant students with a dedicated ENG offering. Matt Landrus is teaching the RANGE section (Fall 2024).

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

Emily Ramage



Meeting progress target

Progress update Fall 2024:

Now that the Academic Scheduling Coordinator has been in the position a while, this project will now be resumed. The plan over the next year is to take a CTE program from each of the Business, Humanities & Communication, and Social Science and Education divisions and construct a sample block schedule for those programs. Establishing a template based on the different program needs will be critical for replication. The next step will be to enlist one of the program coordinators to implement the developed block schedule as a pilot.

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



Meeting progress target

Progress update Fall 2024:

Spring-Summer 2024: Research and Initial Design

1) A large, cross-functional working group has been assembled, encompassing numerous departmental representatives from academics, student and business services, and other critical areas. This collaborative group was tasked with addressing the project's multifaceted aspects and ensuring a holistic approach that includes input from all stakeholders.

2) The group has and continues concentrating on extensive research and collaborative ideation to develop a theoretical framework for competency-based education (CBE) at Lake Land. Our initial findings lead to the completion of a theoretical model for offering CBE at Lake Land. Based upon this preliminary framework that envisions a student-centered model, the group has continued to work on designing the instructional, structural, and policy-related supports needed to implement the initiative. This work is still in progress.

Fall 2024: Identifying Policies, Procedures, and Resources

Currently, the focus is on rigorously identifying the institutional policies, procedures, staffing requirements, and resources necessary to bring this framework to life.

1) Policy Development: The group is assessing existing academic policies and determining which needs adjustments to align with flexible learning modalities and CBE principles. This includes tuition, grading structures, progression benchmarks, and credit equivalencies to ensure that our frameworks meet HLC regulatory standards and students' educational goals.

2) Procedures for Student Engagement and Support: The group is working on identifying necessary changes in student support services, advising practices, and academic resources. Enhanced onboarding, continuous advising, and personalized feedback mechanisms are critical areas being developed to support future CBE students navigating flexible and self-paced schedules.

3) Identification of Staffing and Training Requirements: The group is beginning to work on staffing needs and identify the protocols needed to support and equip faculty and staff with the skills and understanding necessary to facilitate competency-based and flexible learning models, ensuring they are well-prepared to guide students in this non-traditional academic setting.

4) Program Development: Concurrently, the curriculum for Lake Land's first CBE program is being developed and discussed at the Curriculum Committee. This program is slated to open in the Fall of 2025. Automated Specialist I (CRT.AS1) and Automated Specialist II (CRT.AS2) competency-based education format

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



Meeting progress target

Progress update Fall 2024:

The Task Force has regrouped in Fall 2024 with new leadership to complete their charge by Fall 2025.

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



Meeting progress target

Progress update Fall 2024:

For this academic year, the Accessibility Task Force continues to focus on both small, practical changes and broader training initiatives. They've developed step-by-step guides for different software programs such as Word, PowerPoint, Canvas, Outlook, etc. on how to create accessible digital content. They are now refining those guides into more user-friendly formats that make the information easier to understand and apply. Both UDL and accessibility professional development workshops continue to be offered. Across campus, accessibility improvements are implemented in small ways. An inaccessible font size in Outlook was resolved with ISS. MPR has provided instructions on how to create an accessible and inclusive email signature, which were sent out at the beginning of the fall semester. They are also working on creating instructions about how to change the default email font to a more accessible size. The continued plan will focus on small, five minute or less announcements for the various All Staff meetings to emphasize the importance of accessible font size.

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





Meeting progress target

Progress update Fall 2024:

The task force began meeting in September 2024. They plan to complete this semester with an initial exploratory survey for students and faculty on AI- use, understanding, and expectations. The group will also proceed with the other activities of the charge for FY2025.

Objective 2: Ensure students leave Lake Land with essential skills for employment.

Strategic Project Description	Project Leader	Status Options
Action Plan: Implement a framework to identify and assess student attainment of employability skills, including technical and soft skills.		
<p>Complete Curriculum Mapping to show competencies, employability skills including technical and soft skills to showcase student learning mastery.</p> <p>Progress update Fall 2024: The General Education and Assessment Committees have been brought together to develop the next phase of this initiative, which is to assist faculty/divisions in some of the following areas:</p> <ol style="list-style-type: none">1) Enhance Course Learning Outcomes with the appropriate Bloom’s Taxonomy2) Identify Laker Learning Competencies (LLC) for each course and include them in the course information forms3) Curriculum mapping program to ensure all LLCs are covered in programs4) Norming the LLC rubric5) Develop new calendar for assessing all course and program assessment	Ike Nwosu	 <p>Meeting progress target</p>
<p>Engage professional advisory groups at each of the extension centers.</p> <p>Progress update Fall 2024: This spring, we will be launching a Careers Exploration project. This project is being developed with the cooperation of Michael Beavers, Brian Madlem, Bonnie Moore, Tessa Wiles, Chris Strohl, and the Pana school district. The course is designed to be a bridge between Teens with Tools (focused on Grades 6-8) and dual credit (available to Grades 11 and 12). The course will encourage students to pursue career pathways and exposure what they first experience in Teens with Tools, while encouraging them to follow through with enrollment at LLC, a local apprenticeship, or both. The course will be offered at the Pana Extension Center, and will also expand to include adult education, particularly focused on our GED and ESL populations.</p>	Jerome Tkachuk	 <p>Meeting progress target</p>

Action Plan: Create and promote contextualized general education courses to align student learning with relevant workforce expectations.

Produce contextualized courses across the Humanities Division.

Ed Thomas



Not Meeting progress target

Progress update Fall 2024:

Although we have had some success developing and utilizing contextualized courses, we are witnessing a slight reduction and/or stalling of our offerings due to several factors. We are hearing from students that they are or were unaware of the contextualization until after they had enrolled. Some students did not desire the contextualization and some tell us that they found it useful. Either way, the largest hurdle is not faculty willingness nor is it lack of ideas; rather the problem lies in the outward facing nature of course descriptions in Self-Serve and Navigate. This, unfortunately, is leading to a bit of apathy and apprehension of faculty as they are fearful that the courses may not “go”. We will work with Jennifer Melton and Lisa Cole to see if the issues between Self-Serve and Navigate can be fixed to ensure faculty are comfortable with the offerings.

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

Chris Strohl






Meeting progress target

Progress update Fall 2024:

During AY 24 our post-test rate was at 54.48% for unduplicated students and 56.58% for duplicated students. We are still under the state requirement of 65% post-test rate. We have put new strategies put into place for AY 25 including using post-testing assistance at ICSPS, additional report analysis and additional professional development for staff. So far for AY 25 the post -est rate is at 25.64%.

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
<p>Action Plan: Enhance and streamline program development and curriculum processes to be responsive to workforce needs.</p>		
<p>Conduct DACUMs on a rotational basis for all CTE programs.</p> <p>Progress update Fall 2024: Discussions related to this outcome have not happened in the past several months. Another discussion needs to happen with the VPAS and Curriculum Coordinator to move this activity forward.</p>	<p>Lynn Breer</p>	 <p>Project placed on hold</p>
<p>Strengthen the program improvement and enhancement (PIE) process and expand PIE to include other programs and departments across the College beyond CTE.</p> <p>Progress update Fall 2024: The CTE PIE reports have continued to evolve. We have added cost information for instructors and division chairs. These costs focus on the student costs of the program in relation to tuition, fees, course fees, and additional costs. In addition, financial aid information has been added to the reports as well along with student employment. Additional additions and modifications have been identified during the fall 2024 PIE meetings with faculty and division chairs. If possible, these changes will be integrated into reports for next year.</p> <p>Discussions have been held with the VPAS related to expanding PIE to include non-CTE programs and other departments across campus. This has been placed on hold temporarily; however, division level PIE information is available to the division chairs.</p>	<p>Lynn Breer</p>	 <p>Meeting progress target</p>
<p>Strengthen the STEM Workforce Pipeline for the College District.</p> <p>Progress update Fall 2024: STEM programming through ERCA in information technology, allied health, and Geospatial awareness has begun. Zspace technology was demonstrated to several school districts from the southern side of the district to showcase career exploration in the STEM field.</p> <p>Based on industry feedback, the college remains responsive to workforce training and employee pipeline needs. One allied health program has been restructured into a condensed format, enabling students to enter the labor market more quickly without sacrificing content.</p>	<p>Ike Nwosu</p>	 <p>Achieved – strategy development complete</p>

Additionally, a new program was planned for Fall 2024, but staffing constraints have delayed its launch. Looking ahead, two automation programs are in development and are targeted for launch in Fall 2025.

The equipment and laboratory upgrade of several STEM-related programs has been approved for FY2024 and FY2025.

The Effingham Technology Center design phase of the building has been designed to accommodate numerous STEM-based programs. This is slated for us in Fall 2025.

The strategic priority of expanding the district's STEM workforce through education has been successfully integrated into ongoing operations, with the organic development of new STEM programming continuing as part of regular academic activities. Academic services will sustain a strong focus on STEM, ensuring that any future program requiring targeted funding will receive the necessary resources to support workforce growth in this area.

Rather than having a global strategic initiative, individual STEM programs will be submitted for strategic funding as they arise. This will allow for a more nuanced set of goals, targets, and accomplishments.

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 Fall 2024:

We have admitted new apprentices in FY 2025 - JB Esker has enrolled one student in Fall 2025 and North American Lighting has a new apprentice for Fall 2025. There have been no new apprenticeships developed thus far in FY2025 but with the change in WIOA and the resignation of the Apprenticeship Coordinator, we have had to rethink our ideas. The new Apprenticeship Coordinator job description has been rewritten and is being advertised for. The new role will take over business outreach and we hope to hire in January 2025 at the latest. There will be a learning curve so new apprenticeships may not be as numerous as we have anticipated. Bonnie is currently working to develop leads with business partners and has active conversations going with Homes by Schuetz for a carpenter apprenticeship. Other potential partners include Emmerich Automotive and Mears Automotive.

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.		
<p>Assess the impact of multiple measures.</p> <p>Progress update Fall 2024: We will continue to look at multiple measure for placement into Humanities and Communication courses. For 2025/26 we will focus on transitioning from RDG offerings into some sort of corequisite - similar to what we have done with ENG-119. We will be looking into the feasibility of hiring a "Developmental Education" RDG/ENG specialist/instructor. IEL may be a part of this equation. At the time of this writing, we are just beginning to get our heads around what the future of a RDG/ENG pathway/corequisite might look like.</p>	Ed Thomas	 <p>Meeting progress target</p>
Action Plan: Expand and create additional pathways for students to accelerate through remedial education or course work.		
<p>Explore developmental reading and adult education courses to provide students with additional opportunities to increase reading comprehension.</p> <p>Progress update Fall 2024: During AY 24 our post-test rate was at 54.48% for unduplicated students and 56.58% for duplicated students. We are still under the state requirement of 65% post-test rate. We have put new strategies put into place for AY 25 including using post-testing assistance at ICSPS, additional report analysis and additional professional development for staff. So far for AY 25 the post-test rate is at 25.64%.</p>	Chris Strohl	 <p>Meeting progress target</p>
<p>Expand and streamline co-requisite models.</p> <p>Progress update 2023: MAT-129 College Algebra Pathways became live in Fall 2023.</p>	Bambi Jones	 <p>Achieved – strategy development complete</p>


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
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Action Plan: Remove technology barriers for current and potential students.

<p>Study which technology tools our area high school students have experienced and bridge to the College’s technology tools where appropriate.</p> <p>Progress update Fall 2024: Sent email to about 120 High School Coordinators requesting they provide insights into the types of educational technology, software, and platforms their students use regularly. ISS will compare the feedback to our current technology and work to identify and remove any gaps or barriers.</p>	<p>David Stewart</p>	 <p>Meeting progress target</p>
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<p>Enhance marketing to the district the available technology tools such as free laptop rentals available to potential students.</p> <p>Progress update Fall 2024: As of 11/1/2024, there were 125 laptops that were newly checked out this Fall 2024 semester, plus 48 that were renewals from summer, so total = 173. Also, there were 32 Chromebooks checked out. Potential Ways to Advertise Loaner Laptops Program to Students - Pathify Hub, Digital Signage, Laker Lowdown, Email to Students form Peighton Hinote, Print Shop: Posters, Table Tents and Standup Easels – could be part of Welcome Week in the Fall, Departments providing Students with information: IT, Library, Counseling, Admissions and Study Center; Lake Land College Website, Peighton Hinote – in charge of direct student communication. They have a Stop Don’t Drop campaign that could help with this. EAB Navigate, Trio – Lori Ohnesorge; Bookstore including an informational card during book list; Financial Aid award letter – Jennifer Hedges</p>	<p>David Stewart</p>	 <p>Meeting progress target</p>
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<p>Improve email and Microsoft Office experience for active students, faculty and staff.</p> <p>Progress update 2024: Researching Office 365 usage in student labs.</p>	<p>James Westendorf</p>	 <p>Achieved – strategy development complete</p>
<p>Enhance the onboarding process to ensure new students can more easily become acquainted with the College’s technology tools - refer to GPSEM plan.</p>	<p>Pam Hartke</p>	 <p>Guided Pathways Project</p>
<p>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.</p> <p>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.</p> <p>November 2024 update: Employees are encouraged to utilize EAB Navigate for all text messaging to current students and continue using Mongoose for text messaging to prospective students. A training session was provided during the November 2024 “all employee” meetings and a printed guide is available in the College’s shared drive.</p>	<p>Tony Sharp</p>	 <p>Achieved – strategy development complete</p>
<p>Offer digital literacy course options for any student.</p> <p>Progress update Fall 2024: 'Digital literacy classes have been offered in community education, however we have not experienced an enrollment increase. With the increased non-native English speakers, we are working to integrate digital literacy into the classroom to assist students. The use of Burlington English has helped our ELL student’s computer literacy skills.</p>	<p>Christine Strohl</p>	 <p>Meeting progress target</p>

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

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.

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.

Lisa Cole






Meeting progress target


Progress update Fall 2024:

Using data that was provided from ICCB for the data equity plan we were able to disaggregate completers and students advancing to the university based on different characteristics of the student. Reports were distributed and reported on the board of trustees containing areas that we need to focus on and improve.

Action Plan: Utilize academic and student support services data to optimize service impact on student success.

<p>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.</p>	<p>Heather Nohren</p>	 <p>Guided Pathways Project</p>
<p>Focus on improved retention by attending ACUE classes on retention strategies, and creating division wide retention strategies.</p> <p>Progress update Fall 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).</p>	<p>Michael Beavers</p>	  <p>Abandoned</p>

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
<p>Action Plan: Research and develop a mental health service framework with the goal of implementing expanded mental health services.</p>		
<p>Benchmarking by researching and identifying mental health best practices of similar community colleges in Illinois.</p> <p>Progress update Fall 2024: In the past year, the College’s Student Wellness Center Manager partnered with four other community colleges to conduct a monthly Zoom meeting to discuss mental health services ideas and discuss best practices. These colleges included: Lake Land College, Parkland College, Illinois Eastern Community Colleges and John A. Logan Community College. Lake Land representatives also visited Parkland College to identify a better Mental Health Services platform for our students as our contract with Timely MD was not meeting our students’ needs. As a result, Lake Land switched from Timely MD to Talk Campus as our new virtual mental health platform. It is far less expensive than Timely MD and Parkland has benefited from their service. We also learned that a peer support platform is far more effective than individual counseling, and this peer support is a cornerstone of the Talk Campus platform. The discussions with the consortium of community colleges also led us to pursue more “prevention” initiatives, such as providing first aid mental health training for 10 employees and seeking “train-</p>	<p>Jean Anne Highland</p>	 <p>Meeting progress target</p>

the-trainer” educational opportunities. The College also greatly expanded access to Narcan within all College facilities as drug abuse often correlates with mental health issues.

The College continued its commitment to providing students with access to the Calm App, renewing our multi-year subscriptions for both students and employees. Calm is a mindfulness and meditation app to help users manage stress, sleep better and live healthier.

Our Student Wellness Center Manager also closely collaborates with our Benefits Navigator and Counselor/Coordinator of Student Accommodations and Mental Health Initiatives to ensure students are aware of other area mental health resources as well as other community support resources for basic needs.

Additionally, the College is working on the Mental Health Early Action on Campus Support Expansion Grant and has identified the following best practices for the proposal:

1. Expand the number of individuals certified to teach Mental Health First Aid. The College will identify 2 individuals to attend the Mental Health First Aid Train the Trainer certification course.
2. Complete Mental Health First Aid training for all faculty and staff who provide academic advising and student support.
3. Expand training opportunities for the Behavioral Intervention and Violence Prevention Team (BIT) by the following initiatives:
 - a. BIT is not a member of NABITA (National Association for Behavioral Intervention and Threat Assessment). Previous training has been purchased at a non-member level and has involved one- or two-day annual training. Purchasing a membership with NABITA would increase resources available to the BIT team including training events throughout the year, case management resources, assessment tools, professional list-serve access, weekly newsletters and case law updates. Team membership price is \$1,209.00
 - b. Grant funds for additional certification training for the BIT team. \$20,000 in training and professional development would provide certification to BIT team members on NABITA’s 21 standards for Behavioral Intervention Teams. Additionally, training would provide research updates on behavioral intervention and threat assessment and all BIT team members would become certified on implementation and utilization of a risk rubric, which is something we currently do not do and NEED to per BIT team best practices. Training objectives include:
 - How to create, improve and maximize BIT procedures in accordance with NABITA standards.
 - Engage three key phases of a BIT referral including gathering data, assessing and intervening.
 - Implementation of NABITA’s Risk Rubric.
 - Mandated Review and Assessments.

Training and NABITA membership would be covered under the 3rd objective of the mental health expansion grant guidelines. Specifically, these activities will allow the College to expand the resources, training and support offered to the College’s BIT team. Currently the BIT team at the College has a gap in how we utilize risk assessments. NABITA membership along with specific certification training on best practices and risk assessment would help bridge the gaps that we currently have with BIT team services. Expanding BIT team certification in these areas will be especially helpful to our students, especially those who are part of underrepresented groups since these groups often have limited access to mental health services, resources and referrals. The College currently has zero dollars budgeted for NABITA membership and training.

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

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.

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



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 stakeholders 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 a Student Wellness Specialist and the Coordinator of Mental Health Services has made a huge difference for students needing referral. These employees are able to make the referral and help students with needs outside of academics.

We have successfully hosted the Community Services Luncheon three times over the past three years. This year we also organized an English as a Second Language Resource Fair, allowing community-based organizations and other educational partners to convene and discuss services available from each partner.

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





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.).		
<p>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.</p> <p>Progress update Fall 2024: Created and implemented newsletter campaigns for 24-25 school year. Worked with Counseling, Admissions, and MPR to implement updated, cohesive language across multiple mediums. Delineated platform uses, then established best practices for use across campus. Worked with Adult Education to coordinate automations for initial inquiries. Continued development with MPR and Admissions for "Text X to Start" campaigns. Continued work in organizing prospective outreach around new recruitment initiatives.</p>	Peighton Hinote	 <p>Meeting progress target</p>
Action Plan: Develop a comprehensive communication plan for prospective students that integrates multiple media and modalities (texting system, emails, social media, print, etc.).		
<p>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.</p> <p>Progress update Fall 2024: Currently working with EAB Navigate implementation team to move Master Register student communication from Cadence to Navigate, with the goal of moving all current student communication into Navigate. Currently working to identify the specific messages and how to effectively manage campaigns in Navigate.</p>	Peighton Hinote	 <p>Meeting progress target</p>

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



Meeting progress target

Progress update Fall 2024:

1. In early fall 2024, I met with Ike Nwosu, VP for Academic Services, and Emily Ramage, Dean of Academic Operations, to discuss the possibility of adding the digital course material fees in with course fees, similar to the course fee levels. I sent Ike a proposal that he is going to take to cabinet to discuss. I will proceed accordingly once I have a response.

a. If this moves forward, this will help two main areas:

i. Faculty may be more likely to use digital course material if the costs are factored into the cost of the class since it wouldn't be an additional charge later on in the semester and would be automatically covered with any financial aid and scholarships and this would be much easier and seamlessly integrate the process.

ii. It would also eliminate a large load of manual work to bill the digital course materials; it's a very time-consuming process that is fully manual and must be done on a strict and short timeline to avoid holding up financial aid and accounting with applying aid and scholarships and processing refunds.

b. This would also set the College up to move into an EA (exclusive access) program model for course materials as the use of digital course materials grows among faculty, leading to a smoother transition when that time comes.

2. The previous concern of wi-fi support to students for the use of digital course materials is still a concern; at this time, I haven't invested much time into this further than previous research. The College offers students the ability to rent mi-fi's and laptops; this program may need expanded once digital is used in a larger capacity.

a. Rental stats for Fall 2025:

i. Laptops: 173

ii. Chromebooks: 29

iii. Mi-fis: 73 (this is all of the mi-fi's the College has)

Faculty use of digital course materials:

There is a little more interest in digital; and I do think as we venture into CBE models, digital use will increase because of the ease of access. I am and will continue working with faculty as they express interest in digital course materials to guide them and connect them with publisher reps and training. I also plan to hold training workshops as digital grows more; currently the faculty who do use it have been using it for a while and are very comfortable doing so.

I also plan to work closer with faculty for the new course material request process that is due each April 1. For those who are using very old material or hard-to-obtain material, I will work with them and their division chairs to help guide and encourage them to select new material and in that, having conversations about digital materials.

In May host another staff development in the Spring for faculty to get feedback; previous one wasn't well attended but did provide some great feedback even from a small group.

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

Progress update Fall 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. Research into past explorations on this topic must also be done first.

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



Meeting progress target

Progress update Fall 2024:

In Spring 2025, we will be implementing a Transportation distribution and logistics (TDL) Bridge. Allowing students in the Mattoon evening GED classes to hear about careers in the CDL and TDL area. The next step will be to implement a bridge into the Mattoon ESL class.

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

<p>Assess the leadership needs to evaluate and oversee the planning, implementation and ongoing efforts to enhance accessibility, diversity, equity, inclusion and belonging.</p> <p>Progress update Fall 2024: The College-wide Equity Plan, providing a DEIB framework, was created and approved by the Board in May 2024. As of October 2024, leaders for goal areas have been identified and a plan for meeting those target goals for the first 2 years has begun.</p>	<p>Kimberly Hunter</p>	<p> Meeting progress target</p>
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<p>Following assessment of DEIB leadership needs, assess and re-evaluate the institutional definitions of diversity, equity, inclusion, and belonging (DEIB).</p> <p>Progress update Fall 2024: Equity plan in place. Leaders for equity goals assigned. Plan for further meetings to assess progress implemented.</p>	<p>Kimberly Hunter</p>	<p> Meeting progress target</p>
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Objective 8: Engage unserved and underserved populations.

Strategic Project Description	Project Leader	Status Options
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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.

<p>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.</p> <p>Progress update Fall 2024: The Recruitment and Enrollment Management team is continuing to research and gather information on non-consumer high school students who are choosing not to attend post-secondary education after high school. To understand the reasons behind students' non-attendance, we first had to identify the characteristics of non-consumers and the factors driving them.</p> <p>We recognize that as a college, we must engage prospective students as early as possible in their high school careers. This can be done by presenting to classes that are CTE-based or introductory-level courses during their freshman and sophomore years of high school. We are also seeing that the timing of communications to the non-consumers is important as some students determine college is not an option for them before they have even started researching schools.</p>	<p>Pamela Hartke</p>	<p> Meeting progress target</p>
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<p>Complete study and develop recommendations on high school students not electing to attend a postsecondary education. (Faculty study)</p> <p>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.</p>	<p>Lynn Breer</p>	<p> Achieved – strategy development complete</p>
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Action Plan: Study the needs of non-traditional students not attending post-secondary education and develop a plan to engage them in higher education.

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.

Brittany Aitken



Meeting progress target

Progress update Fall 2024:

On July 1, 2024, the Community Outreach Coordinator's position and job description were revamped to show that the focus of this position would be recruiting adults and non-traditional students. The new title is Enrollment Specialist—Adult Non-traditional. They have partnered with MPR to create new marketing pieces for the adult non-traditional populations, new residents moving into the area, and local businesses. Customized lists can be pulled using the software CollegeAPP. A peer mentoring program and adult registration nights are in the planning stages. These two programs will help the college better serve adult non-traditional students in their educational journey. This Spring, the Enrollment Specialist will receive continued professional development by attending a conference focusing on adult recruitment.

Action Plan: Develop recommendations for stop out students to re-engage them.

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



Meeting progress target

Progress update Fall 2024:

The Admissions & Records Office, as well as the Recruitment and Enrollment Management team, is continuing to identify and contact students who are coded as "stop-outs". However, we are looking into the communication that is sent to students who completely withdraw from their classes and analyzing the communication to those students. Students who withdraw from all their courses are contacted by an Academic Counselor within a week of their withdrawing, then no further communication. Contacting those students who have completely withdrawn from their classes will be communicated prior to the next semester to reengage them. Our hope is that this will decrease the number of stop-outs we have.

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.

Chris Strohl



Meeting progress target

Progress update Fall 2024:

Enrollment in ESL classes continues to increase, during AY 24 total enrollment during the year was at 199 students. During the first 12 weeks of ESL classes for AY 25, 143 students were enrolled.

For AY 25, we have two workplace literacy classes, held at GPI in Shelbyville and CHI in Arthur. The business partnership allows the students to attend class and be paid by the employer during class time. We still struggle with attendance in both the workplace literacy and community-based classes. The adult education staff is working on retention strategies for both student populations.

The library will strategically market to community members in Summer 2023 to increase physical and electronic traffic to the campus library. Providing this type of outreach and equitable service to the community will help close equity gaps in our community service area and engage unserved populations.

Sarah Hill



Achieved – strategy development complete

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.

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

<p>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.</p> <p>Progress update Fall 2024: An infographic that illustrates the College's value of Communication is saved on the S drive along with the other communication tools. An SBAR Template has been shared with the College Community and saved on a new folder on the S drive under Communication Tools. Monthly presentations are planned for Staff Meetings for Effective Communication topics. The new Laker Hub platform called Pathify includes the opportunity to create an Intranet that can house much of the content on the S drive. This project will be led by ISS in the last phase of the Pathify implementation.</p>	<p>Kelly Allee</p>	 <p>Meeting progress target</p>
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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



Meeting progress target

Progress update Fall 2024:

Following a thorough review of the spring 2023 baseline PACE employee survey, a sub-committee of the Employee Engagement, Communication and Inclusion (EECI) Task Force provided the following recommendations to Cabinet for implementation in academic year 2024-2025 and for which action plans have been implemented or are well under way as of October 2024 including:

1. The “Leave Your Voice Employee Suggestion / Solutions Box” program was launched at the start of the fall 2024 semester. All employees may submit suggestions via the Hub (electronically, via paper or even anonymous) and the Cabinet reviews all suggestions on a weekly basis. An assigned Cabinet member follows through and provides feedback for each appropriately submitted suggestion. Once published, all employees may view all appropriately submitted suggestions.
2. For each monthly supervisory meeting, a 30-minute training session is provided to help foster an inclusive and psychologically safe environment. Various employees provide the training and a schedule is posted in the College’s shared drive. Trainings are provided to supervisors who are then encouraged to provide similar type trainings and/or utilized lessons learned with their own team members.
3. For the fall of 2024, numerous supervisors have voluntarily registered to participate in a cross-department meeting in which two different departments discuss how each of them helps support the mission of the College. Kelly Allee, Director of Marketing and Public Relations, spearheaded this initiative and provided prompting questions to facilitate the cross-department discussions.
4. The College’s communication tools and channels flowchart document has been updated to reflect an initiative to support an “open door” policy throughout campus and for all members of the senior leadership team to be more visible throughout campus and engage in authentic conversations. For employees with enclosed offices, work is underway to provide door hangers where employees can indicate why their door is closed or to invite someone to knock. For employees with cubicles, work is underway to provide a table tent to indicate working status (e.g. on break, Zoom meeting, etc.).

This sub-committee provides updates on progress at each EECI Task Force meeting.

Action Plan: Operationalize a training plan to provide resources and guidance regarding effective communication, enhancing employee engagement and creating an inclusive environment.

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



Meeting progress target

Progress update Fall 2024:

Contributed and led training portions of monthly supervisor meetings. Included multiple NEOED courses focused on bias in interviewing, developing coaching skills, leading with emotional intelligence and other topics focused on frontline leaders.

Formalize training practices for college level duties and job specific duties.

Chris Uphoff Nees



Meeting progress target

Progress update Fall 2024:

New learning management system "LEARN" on NEOED platform released August 2024. As of October 2024, the course catalog includes seven courses specifically focused on DEIB topics. These courses are available to all full-time and part-time employees who may self-enroll in the courses at any time.

Broaden opportunities & scope for training to support culture of belonging for all employees.

Chris Uphoff Nees



Meeting progress target

Progress update Fall 2024:

New learning management system "LEARN" on NEOED platform released August 2024. As of October 2024, the course catalog includes seven courses specifically focused on DEIB topics. These courses are available to all full-time and part-time employees who may self-enroll in the courses at any time. 2024 Annual Employee training course included a section on diversity. Working on subcommittee to create a SBar email template for all employees.

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



Meeting progress target

Progress update Fall 2024:

Volunteers were sought for our mentorship program. A training was held for those that volunteered to serve as a mentor. I contacted employees hired since January 1st and/or promoted into their position inviting them to participate in the program. Any full-time employee is being matched as hired, but the program is still optional. We hosted our first mentor/mentee lunch later in October.

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



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



Meeting progress target

Progress update Fall 2024:

The first survey was administered in spring 2023. The report was presented to college staff along with some recommendations based on results from the report. The survey will be administered again in spring 2025 and compared with results from 2023.

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



Project placed on hold

Progress update Fall 2024:

Project will begin in FY 2026 or later - after the College's equity plan has been further developed so we may review the values and value statements from a DEIB lens. However, during academic year 2024-2025, members of the Strategic Planning Committee will be researching best practices for how to approach reviewing the College's values and value statements.

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



Achieved – strategy development complete

Progress update Fall 2024:

The Employee Appreciation & Engagement has been a regular committee for one year. We have had new members seek to join starting this fall 2024. The group has a budget and will provide 2 college wide events in the fall and spring, and 1 in the summer.

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











Achieved – strategy development complete




Progress update Fall 2024:

The Equity plan was submitted this summer as required. Mercury presented in September 2024 Supervisor training on inclusive communication. The EECI group has finished a project on new name tags that include pronoun designation. In addition, the lanyards to be offered will have a DEIB option. There are info graphs listed on the College's website and inclusive language was used on the re-design on the College's employment opportunities page. I have requested and had the Board approve adding DEIB as part of the annual training requirement, which was added to the Fall 2024 training that all employees are required to take.

Action Plan: Promote appreciation of the College community.

<p>Develop and promote employee appreciation events and activities throughout the year. (e.g. Book - 5 Languages of Appreciation in the Workplace)</p> <p>Progress update Fall 2024: We have continued to look for ideas that can be included campus-wide. Many of these activities are now under the strategic initiative under the Employee Appreciation and Engagement committee, which is a self-sustaining committee.</p>	<p>Dustha Wahls</p>	<p>  </p> <p>Achieved – strategy development complete</p>
<p>Develop materials to enhance employee appreciation efforts (e.g. Helping Hand Cards, Thank You Cards, "Feather Grams")</p> <p>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.</p>	<p>Kelly Allee</p>	<p> </p> <p>Achieved – strategy development complete</p>
<p>Enhance opportunities to recognize staff for their positive contributions to the Lake Land educational experience.</p> <p>Progress update Fall 2024: EECI added this fall a leave your voice campaign, where employees can be entered into a drawing. We have the MPR video on employee recognition out on the S Drive/HR. As noted in the previous strategic action project, 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.</p>	<p>Dustha Wahls</p>	<p>  </p> <p>Achieved – strategy development complete</p>

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.		
<p>Create, maintain and publish a comprehensive list of reports that are available in Tableau.</p> <p>Progress update Fall 2024: I am currently reviewing all the published dashboards, ensuring they are up to date and removing those that are no longer needed. A new look will be coming in the near future to help organize and locate dashboards for all employees.</p>	Lisa Cole	 <p>Meeting progress target</p>
<p>Provide at least one Tableau report and train users for each functional area of the institution.</p> <p>Progress update Fall 2024: As of July, with the license renewal all full-time and most part-time employees now have access to Tableau Server. The number will be monitored over the next year to determine if we need to add or decrease licenses.</p>	Lisa Cole	 <p>Achieved – strategy development complete</p>
<p>Utilize the Data Management module of Tableau to enhance the data dictionary for all Tableau Reports.</p> <p>Progress update Fall 2024: To date, this has not been utilized to its fullest intent. We will be hiring an additional data person and this will be the focus for them as they learn the reporting structure and help identify needs.</p>	Lisa Cole	 <p>Future Project</p>

Action Plan: Develop departmental and divisional key performance indicators.

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



Achieved – strategy development complete

Progress update Fall 2024:

Each area of the College has been met with and dashboards requested have been completed.

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



Meeting progress target

Progress update Fall 2024:

The Data Digest published on the college website is updated to ensure data is available and current. As new dashboards are identified they are added to the Data Digest.

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



Meeting progress target

Progress update Fall 2024:

Work is still continuing on improving assessment. HelioCampus has been installed and we are working with the company to import our data and begin training. Institutional (Working Teams) Assessment has been migrated to a template that is used for departments to set long and short-range goals and to begin assessing these goals. This has been very receptive within the campus community.

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



Meeting progress target

Progress update Fall 2024:

The Laker Learning Competencies have been established to replace the old general education outcomes. Rubrics have been created for each and this year will be spent ensuring these rubrics are all-inclusive for faculty. All courses will identify the Laker Learning Competency covered in each course.

ICCB Program Review enhancements implementing
ICCB Recognition recommendations.

Lynn Breer



Meeting progress target

Progress update Fall 2024:

The VP for Academic Services and Director of Institutional Research and Reporting have collaborated to integrate the ICCB program review and PIE processes to utilize PIE information for the purposes of program review. New action plan templates and information tracking have been developed recently for program coordinators.

This strategy will be modified and updated over the next few months.

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

Lisa Shumard-Shelton



Meeting progress target

Progress update Fall 2024:

In Fall 2023, a Strategic Plan Action Plan was created for co-curricular assessment. This is a brief summary of that plan: The plan was under the enhance the current process of Institutional and Academic Assessment for continuous improvement area. The focus area, goal, and objective are listed below. The project description is: Develop and implement a plan to effectively assess co-curricular activities for students at the College. The project's expected impact is as follows: The College's first task is to define the co-curricular activities at our institution. This will be accomplished by the Assessment Committee in conjunction with the VP for Student Services and the VP for Academic Services. Co-Curricular assessment should be activities that enhance and improve classroom learning. General Outcomes should be identified and added to the institutional assessments and areas that are not currently assessing should determine outcomes and begin the assessment process. Areas identified were: • Student Government Association • Student Activity Board • Navigator News • National Society of Leadership & Success. Information was input into Weave and assessment has begun. In conjunction with the Assessment Committee during the summer of 2024, the co-curricular activities at our institution were formally defined. General outcomes, aligning with the College's commitment to enhancing student learning beyond the classroom, were identified and integrated into the institutional assessment framework. We launched the initial assessment processes for the Student Government Association, Student Activity Board, and Navigator News. These assessments aim to measure the impact of these activities on student engagement, communication, leadership development, and the broader co-curricular experience. Moving forward, the data collected will inform strategies for continuous improvement, ensuring that our co-curricular programs contribute meaningfully to student success and institutional goals.

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



Meeting progress target

Progress update Fall 2024:


- 1) Business Operations AI Task Force has completed the following tasks:
 - a) Created a new AI policy. Proposed Revisions to Board Policy 11.15 – Acceptable Technology Use and Policy 11.15.01 – Artificial Intelligence for Adoption. Revisions were Board approved at the October 14, 2024 Board Meeting.
 - b) Created new AI Guidelines and Best Practices document for use within the college.
 - c) Implemented Microsoft Copilot as an AI infrastructure and tool for testing and production usage.

- 2) InfoTech AI Workforce Development Training Program:
 - a) Created a new AI Strategy for Lake Land College
 - b) David Stewart, Lisa Cole, Tony Sharp and Brian Fraser all successfully completed the InfoTech AI Workforce Development Training Program and received certificates and badges of completion.




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

Strategic Project Description	Project Leader	Status Options
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Action Plan: Update and operationalize Master Facilities Planning Document with Campus Architect

<p>Conduct feasibility analysis on all existing campus buildings and develop a remodel/repair schedule based on most significant need.</p> <p>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.</p>	<p>Jeremy Moore</p>	<p> FY23</p> <p>Achieved – strategy development complete</p>
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Action Plan: Create and operationalize a long term landscaping plan with Campus landscape architect.

<p>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.</p> <p>Progress update Fall 2024: Phase 1 of our campus Landscape Appearance plan was completed in August 2024. A total of 21 dead/unsafe trees have been removed throughout the Mattoon Campus. We removed overgrown brush from three areas; 2 areas around the Northwest Building and 1 area in front of the Fieldhouse. Grass has been planted within all three areas and is growing. We also completed Parking Lot A landscaping in conjunction with rebuilding Parking Lot A. Entrances' improvements are still pending IDOT approval of new entrance #3 off of highway 45. New possible project start time is Spring '25.</p>	<p>Jeremy Moore</p>	<p> FY23  FY24  FY25</p> <p>Meeting progress target</p>
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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



Meeting progress target

Progress update Fall 2024:

New equipment needs are continuously being identified, and where budgeted for are being acquired. The following big-ticket upgrades have occurred recently or will be approved soon:

- 1) New chemistry hoods
- 2) Upgrade to NW chemistry and physics labs
- 3) Expansion of welding lab booths to 12-20 and equipment upgrade
- 4) Upgrade of vehicle lifts for automotive

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



Meeting progress target

Progress update Fall 2024:

Continue to offer customized learning series targeted for leadership development of non-supervisory employees titled, "Growing Your Leadership." Continue to meet quarterly with Franklin Covey to explore site enhancements and tools available.

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



Meeting progress target

Progress update Fall 2024:

Chris and I have continued our research on ways to conduct a skills assessment. We were informed that Covey may have some things in their release at the beginning of the year and our plan is to wait and assess its viability. Career goals were added to the performance review for employees to indicate that for their supervisor to see.

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











Meeting progress target




Progress update Fall 2024:

- A. Received approval to installed Hyflex in Northwest 102 for Gregory Capitosti, Chemistry Instructor for Math/Sciences Division. There is a planned remodeling project for NW 102, 104, 106 and 108 that is scheduled to start in May and run through the summer. Therefore, we will wait until winter break in December to install HyFlex equipment in 102.
- B. Added new HyFlex installs at the Effingham Technical Center for the main conference room (101) and the Executive Conference room on the 2nd floor.
- C. ISS Implemented a HDMI convertor to the computing systems in Webb Hall 111 and a few conference rooms that automatically displays the computer screen output to the HyFlex screen. This has simplified the use of HyFlex for instructors and other users by reducing the number of steps required to display content. This setup has received lots of compliments from faculty and staff members so we will be implementing the changes to all HyFlex systems across campus.

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		
<p>Assess and implement flexible work alternatives, including the Flex Work Pilot.</p> <p>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.</p>	<p>Dustha Wahls</p>	<p> </p> <p>Achieved – strategy development complete</p>
<p>Research market practices and trends in wages and benefits for full and part time staff.</p> <p>Progress update Fall 2024: We have been monitoring our turnover report and have seen some improvements. We have fully implemented the paid leave for all workers, which includes part-time employees and adjuncts. Research this summer was done on paid parental leave policy, and we asked the Board to approve this new policy in the fall of 2024. We feel this policy is in alignment without strategic plan and supports this initiative.</p>	<p>Dustha Wahls</p>	<p>  </p> <p>Meeting progress target</p>
<p>Proactively market the overall benefits of Lake Land College employment.</p> <p>Progress update Fall 2024: With our new Neo-Ed platform, we can attach benefit summaries to the position. We have created both a part-time benefit summary and a student benefit summary. Our revamp of our Employment Opportunities page is complete. This page was separated from the HR page and includes pictures, info graphs, statistics, and more. It is a much more inclusive page than we previously had.</p>	<p>Dustha Wahls</p>	<p>  </p> <p>Achieved – strategy development complete</p>

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.		
<p>Develop and disseminate a template for departmental and divisional master planning and train leaders on its usage.</p> <p>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.</p> <p>In the fall of 2024, the master plans were all updated to include assessment of goals and objectives for each major working team.</p>	Jean Anne Highland	 Achieved – strategy development complete
Action Plan: Expand mechanisms for fostering innovation and continuous improvement.		
<p>Develop and promote mechanisms to recognize and reward innovation and continuous improvement throughout the College.</p> <p>Progress update Fall 2024: This is not an area that academics would like to pursue at this time. The employee engagement committee has implemented a few processes to reward employees and will continue to use that avenue.</p>	Ike Nwosu	  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
4. 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.
5. Raise awareness of the eight social media platforms throughout the college community.
6. 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.
7. Complete a College Website Redesign

Kelly Allee



Meeting progress target

Progress update Fall 2024:

1. Faculty web pages are completed.
2. Individual program pages are completed for about 85% of the programs.
3. Area of Study videos are completed and three of the seven division videos are completed for each program within.
4. Following and Engagement increased in all of the 8 college social media accounts.
5. This is completed. We ran a contest on YouTube to increase our following over 500.
6. We piloted this concept with one faculty member and still have a long way to go in this area with most faculty.
7. The new website redesign is in production.

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



Meeting progress target

Progress update Fall 2024:

We routinely update infographics and look for new opportunities to highlight significant data points such as results from the CCSSE.

Actively promote highly affordable Business Division programs.

Ryan Orrick



Meeting progress target

Progress update Fall 2024:



Students in the Graphic Design Program can now take certifications in Photoshop, Illustrator and InDesign. Accounting has added a certification for Intuit Certified A Bookkeeping Professionals for BUS-098. MOS certification is added for CIS-056 and BUS-060. The MOS exam is also administered to the high school business contest participants. High school visits were conducted with Mattoon High School keyboarding class in the Fall of 2024. Court Reporting and Captioning and Medical coding are working with the Dual Credit department to target high school students.

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
<p>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.</p> <p>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.</p>	<p>Pam Hartke</p>	 <p>Guided Pathways Project</p>
<p>Actively engage potential Business Division students to explore campus and division programs. Engage students in an interactive GooseChase now PlayTours activity to increase their interest in exploring careers offered in the Business Division.</p> <p>Progress update Fall 2024: GooseChase has been utilized for the Business Division’s Contest. It was a great success and students loved the interaction with the application. GooseChase has become too expensive for us to continue to use it. Scott Rhine began searching for new solutions and has chosen to use PlayTours and with converting to PlayTours the process of learning the software required some downtime for the events. PlayTours has been used for Laker Visit Days and also the Growing Your Roots campaign for employees to raise their awareness of the College’s mission. Play Tours provides more capability than GooseChase and an Escape Room Event is planned for the Business Contest this year. These capabilities of PlayTours could allow us to once again do the Murder Mystery that required a lot of man hours to be set up and played virtually or set up to where students could come to campus but wouldn’t need all the disruption to the campus.</p>	<p>Ryan Orrick</p>	 <p>Meeting progress target</p>

Visit various high schools to recruit and present divisional program information.

Charles Jarrell



Meeting progress target

Progress update Fall 2024:

Continue to visit high schools throughout the district for the current academic year. We have seen positive results from the previous years' visits. Criminal Justice, Early Childhood and Human Services saw an increase in students compared to previous years. Will continue visits and collect student information to maintain contact and encourage students to continue their education at Lake Land College.

Offer and expand upon inaugural Math and Science Division (MSD) Open House for in-district high schools

Mike Rudibaugh



Meeting progress target

Progress update Fall 2024:

We have expanded our outreach with local high schools with our annual MSD Open House.

We collect participant surveys and have hard data on student, parent and teacher involvement with the event and associated high schools. Also, the event director, Laurie Rincker, tracks the following year the number of MSD Open House Participants that attend LLC the following year after MSD Open House. Early indicators suggest we capture around 33% of the students attending MSD Open House who come the following fall as freshman to LLC.

We are planning and debating this year to extend our marketing efforts with site visits and reverse site visits to regional high schools in targeted STEM classrooms and subjects to market to local high school students.

Implement an Allied Health Recruitment Master Plan

Erin Swingler



Meeting progress target

Progress update Fall 2024:

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. Allied Health faculty and staff have participated in multiple activities that give evidence that this goal is being met: 1. Career Day: October 1, 2024 - Allied Health (AH) 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: AH collaborated with Institutional Research in the completion and submission of an IBHE Nursing Grant. If approved, this Grant will include continued community outreach through Joe's Pizza Night events. This year AH is specifically targeting high schools in more rural communities within our district. A tentative event is scheduled for Spring 2025 with Altamont High School, pending award of the Grant. 3. Laker Visit Day: AH participated in Laker Visit Day on Monday, October 14th, highlighting reasons why high school students should consider a career in AH and pursuit of that career through the College. 4. Effingham Regional Career Academy Open House: On August 6th, AH collaborated with

members of the College, ERCA, and community stakeholders in an Open House Event aimed at increasing enrollment in ERCA courses for the Fall 2024 term. 4. AH faculty rejuvenated AHE 051: Health Science Careers. This exploratory course was revised, updated, and offered to a group of high school students through ERCA two days per week. AH faculty are taking a team-taught approach to this course, which promotes a comprehensive view of various careers that can be considered through the College. 5. AH faculty created a new course: AHE 060: Anatomy and Physiology for AH Professions. This course was specifically designed for students engaged through ERCA. The intent of the course is to lay a strong foundation in fundamental A and P concepts from which students can build upon as they continue their AH career at the College.

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



Meeting progress target

Progress update Fall 2024:




To support the strategic goal of enhancing K-12 academic and career engagement, a series of initiatives are underway that aim to provide a seamless educational pathway from middle school through high school to Lake Land College. Through analysis of focus group feedback, surveys from dual credit students and high schools, and a program SWOT analysis, gaps were identified in the continuity of program offerings between 6-8th grade and dual credit opportunities in 11th and 12th grades. To bridge this gap, new programming has and is currently being developed specifically for 9th and 10th graders, giving them early access to college and career exploration opportunities. These initiatives also help the Lake Land College high school partners align their educational requirements with the legislation from the Post-secondary Workforce Readiness Act.

The recently introduced Laker Connect program supports these efforts, offering comprehensive onboarding, academic counseling, and college engagement incentives to help students transition more effectively through their educational journey.

In collaboration with ERCA and LIFT, new efforts for engaging local vocational centers to expand the dual credit offerings to reach and impact of the students enrolled in these programs. Additionally, the plans for new summer programs and flexible scheduling options are being developed to reach students in schools without access to qualified instructors, extending opportunities to those who may not have had them previously.

These combined efforts reflect a comprehensive approach to academic and career engagement for K-12 students, ensuring accessible, continuous support and expanded vocational options across local schools and centers.

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.)		
<p>Continue development of partnerships with LIFT and ERCA to expand availability of high school career focused programs.</p> <p>Progress update Fall 2024: In Fall 2024, the College is offering select dual credit courses at no cost to about 32 registered students within the Effingham Regional Career Academy (ERCA), providing valuable career exploration opportunities. These courses, taught at the Kluthe Center, cover high-demand fields such as commercial driving (CDL), agriculture, healthcare, networking, and geospatial technology (GIS). The available courses include Introduction to Agricultural Occupations, Health Science Careers, Foundations of Nursing, CDL Theory, Careers in CDL, Introduction to Networking, and Maps and Spatial Analysis.</p>	Ike Nwosu	 <p>Meeting progress target</p>
Action Plan: Continue to develop clear pathways for students to transition from high school to Lake Land.		
<p>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.</p>	Pam Hartke	 <p>Guided Pathways Project</p>
Action Plan: Provide a financial structure to ensure all district students have access to dual credit opportunities.		
<p>Review Cost Structure for Dual Credit and Dual Enrollment</p> <p>Progress update Fall 2024: The Laker Connect program has proposed a new cost structure based on collaboration with Data Analytics and the Comptroller. This new structure would remove the barriers of costs for students, streamline the billing process, and work collaboratively with the high schools to incentivize increased student interaction with Lake Land College. Within the proposal there are additional stipulations for College and Career Pathway Endorsement (CCPE) and the completion of a student participation checklist which includes attending a Laker visit day, completing a Navigate plan, and taking the My Career Coach career survey.</p>	Tessa Wiles	 <p>Meeting progress target</p>

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






Meeting progress target

Progress update Fall 2024:

As part of a strategic initiative to increase Dual 2 opportunities and foster a data-driven understanding of dual credit's impact and value, the Dual Credit program is actively expanding its offerings. We are working with faculty and Division Chairs to address scheduling and available faculty challenges to create collaborative scheduling opportunities. New this academic year, Dual 2 options are now being taught at ERCA, with new courses set to begin at LIFT in the Spring, along with an additional course instructed by Lake Land College faculty at Charleston High School. Further courses pending enrollment numbers available to the schools include foreign language and Emergency Medical Technician programs. Promotional efforts have made to direct students interested in Criminal Justice to a dual enrollment on campus course. Continuing on is the Automotive Program, now, upon completion, students earn a Basic Auto Certification.

The Laker Connect program is focused on delivering intentional dual credit information and support. Through dual credit audits, high schools gain insight into where their current offerings fit within academic pathways to Lake Land College and examples of viable transfer courses for those students not attending a 2-year college. The new Laker Connect counselor has been implemented to help guide dual credit students by building academic plans aligned with their college and career goals. Additionally, the Dual Credit program is developing academic pathway mapping, as a resource for the high schools to illustrate college paths and career exploration opportunities provided by Lake Land College from grades 6-12. This approach includes two dedicated years (11-12) of dual credit courses that transition students into focused Areas of Study, creating a streamlined pathway to postsecondary success.

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.		
<p>Expand apprenticeships into new employment sectors.</p> <p>Progress update Fall 2024: During FY 24, we did not see the increase in apprenticeships developed or the in the number of apprentices enrolled that we had envisioned. The Apprenticeship Coordinator resigned recently, and the job description has been updated to reflect essential functions needed to increase business engagement and student participation.</p>	<p>Christine Strohl</p>	<div style="text-align: right;">  <p>Not meeting progress target</p> </div>
<p>Develop relevant and industry supported pre-apprenticeships and youth apprenticeships.</p> <p>Progress update Fall 2024: The project is still placed on hold pending DOL regulatory changes. We are continuing to operate and are working toward apprenticeships with ERCA. Bonnie Moore has presented at the ROE conference and will be working with Cumberland High School to develop potential opportunities for those students. There has been little to no communication with LIFT at this time regarding youth apprenticeships.</p>	<p>Bonnie Moore</p>	<div style="text-align: right;">  <p>Project placed on hold</p> </div>
<p>Create class schedules that allows students to work in the field while working on a degree.</p> <p>Progress update Fall 2024: We started Teens with tools to begin providing junior high school students experiences with CTE, largely due to the local schools asking for it and the long-term needs of our local communities for skilled workers. We have developed partnerships with several area manufacturers and hope to solidify those starting in Spring 2025 with FlexTech. The new curriculum developed for FlexTech is being shared with our workforce and the college will be able to offer Smart Automation Certification Alliance (SACA) certifications for the Lake Land Workforce students.</p> <p>A new direction on apprenticeships was be rolled out at the October 16th Division professional advisory committee. The college will be taking a more active role in administering apprenticeships.</p>	<p>Michael Beavers</p>	<div style="text-align: right;">  <p>Meeting progress target</p> </div>

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

Centralize the collection and promotion of work-based learning opportunities

Tina Moore



Meeting progress target

Progress update Fall 2024:

A communication plan has been created and implemented. Students receive monthly emails from Career Services regarding employment and internship opportunities listed on Handshake, as well as information about job fairs and other services and events offered by the department.

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






Not meeting progress target

Progress update Fall 2024:

This project has not moved forward as originally planned. I will be working with Lisa Cole to assist with moving this project forward in the next six months. She and I are currently investigating the potential use of the software tool provided by Salesforce.

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

Strategic Project Description	Project Leader	Status Options
<p>Action Plan: Expand relationships at the local, state and federal level to enhance grant and private donor funding opportunities for students.</p>		
<p>Identify priorities and areas of support needed and funders to help make introductions of existing and current relationships to match with projects of support.</p> <p>Progress update Fall 2024: Since the summer of 2004, the Foundation has been meeting with division chairs about our new Community Partner Program. The Foundation Board voted to transition from our annual golf outing fundraiser to a new Community Partner Program, which is a year-round engaging initiative that focuses on creating and enhancing relationships with businesses. In the past three months, Foundation staff and board members have been focused on initial meetings with businesses to inform them on the program and ask for their partnership for 2025. One of the many goals of this program is to help foster relationships that not only support students currently but help to create long-term solutions by partnering with businesses.</p>	<p>Christi Donsbach</p>	<p>  Meeting progress target </p>
<p>Pursue networking opportunities with internal and external partners to benefit grant opportunities.</p> <p>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 Employee" Meetings and Lake Land College Supervisory Meetings.</p>	<p>Bethany Craig</p>	<p>  Achieved – strategy development complete </p>
<p>Create and utilize an internal Grant Advisory Committee.</p> <p>Progress update 2023: Grants Advisory Committee has been established and met in the Fall 2022 semester and the Spring 2023 semester. Meetings will continue each semester.</p>	<p>Bethany Craig</p>	<p>  Achieved – strategy development complete </p>

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 FY25

Meeting progress target

Progress update Fall 2024:

The survey asking employees about their involvement and participation with community agencies was just redistributed in October 2024. Once the survey has closed, a summary report will be generated along with a list of community organizations with employee involvement.

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.		
<p>Develop a database for all current and future articulation agreements.</p> <p>Progress update Fall 2024:</p> <p>I am excited to update that the development of a database to house all transfer agreements and coordination has been completed. Over the last few years, transfer coordination has been passed through different offices. As a result, this information was tracked differently per department, sometimes digitally while other agreements were saved as hard copies. To ensure that transfer agreement information was not lost, all current agreements (physical and digital) were added to an official database for tracking purposes. Additionally, a clear process has also been developed when new transfer agreements have been initiated, signed or updated. This process includes the following:</p> <ol style="list-style-type: none">1. Transfer Coordinator and/or higher education institute initiate a transfer agreement. If a program coordinator or division chair are contacted, they should also involve the transfer coordinator.2. Academic counselor/faculty member for that program ensures curriculum alignment is correct.3. If changes are needed for curriculum alignment to the initial document, the transfer coordinator communicates those changes with the transfer institution.4. Wait for 2nd review.5. If any changes have been made, after 2nd review, repeat step 2-4.6. After everything is correct and agreed upon, sign agreement if needed and document following process below. <p>After agreement has been approved via email and/or signature,</p> <ol style="list-style-type: none">7. Save agreement information in a database noting expiration/renewal date (T drive, Master Folder Transfer Coordinator & Agreements).8. Save actual agreement in transfer folder (T drive, Master Folder Transfer Coordinator & Agreements).9. Email webmaster to update the transfer agreement information for students on the counseling services website10. Notify faculty advisors and division chair of agreement. <p>Through transfer coordination, all academic counselors are assigned to Lake Land College academic divisions and assist with the development of transfer guides for faculty advisors to utilize as they guide students through their educational journey. While these are not official signed transfer agreements, they are still a partnership with other higher education institutions to ensure students transfer seamlessly to the institution of their choice. These guides are also housed on the counseling services website for student use. Counselors are charged annually with updating these guides with the appropriate higher education institution and communicating these changes with faculty. It's important to note here that the academic program transfer guides that are housed on the counseling website for student use are being re-</p>	Heather Nohren	 <p>Meeting progress target</p>

organized so students can find them under areas of studies rather than divisions. This decision was made because of how students are presented our academic programs in the college catalog.

I am happy to report that the College partnered with Southern Illinois University-Carbondale and officially signed the Saluki Step Ahead partnership in FY23, which allows students enrolled in Associate in Applied Science Degrees to continue their bachelor's degree online through SIUC. These majors include Accounting, Information Technology, and Associate Degree in Nursing. This partnership also includes Associate in Arts degrees including Criminal Justice, Psychology, History, Elementary Education, Early Childhood Education, and Business. During FY24, Eastern Illinois University and Lake Land College created agreements for our English majors to transfer seamlessly in 4 different areas including Creating Writing, English Studies, Professional Writing and Literary & Culture. We are currently working on renewing Building Construction Technology transfer agreements with EIU as well. The College has most recently partnered with Millikin University in Fall 2024 to strengthen a transfer partnership that will allow several Associate in Applied Science programs to transfer and allow transfer pathways in Associate in Science, Associate in Arts and Associate in Engineering Science. This agreement was signed in November 2024.

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

Heather Nohren



Meeting progress target

Progress update Fall 2024:

This is an initiative that the College will continue meeting instead of "completing". We strive to continue to expand our transfer agreements with other higher education institutions. Since the last strategic planning update, the College has partnered with Millikin university to sign a transfer agreement that allows any student who has completed an Associate in Arts, Associate in Science, or Associate in Engineering Science along with identified coursework within each academic program to transfer seamlessly. In addition, Associate in Applied Science programs are listed in the agreement as well. These programs include Accounting, Management, Marketing, Information Technology, and Law Enforcement. We are also currently working on new transfer agreements for Welding and Applied Engineering to SIUC and we are renewing a transfer agreement for Building Construction to SIUC. EIU has also renewed transfer agreements with us in Human Services Associate in Applied Science.

Action Plan: Operationalize the early childhood education consortium model.

Evaluate and monitor the implementation of the early childhood consortium model

Charles Jarrell



Meeting progress target

Progress update Fall 2024:

This is an ongoing process. We have developed a new relationship with EIU as well as various 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



Meeting progress target

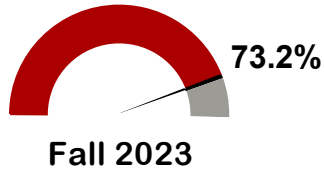
Progress update Fall 2024:

Lake Land College reached a three-year agreement with IDOC to continue CTE programs at 24 sites. The agreement provides salary increases to improve staff retention and recruitment to ensure students have consistent access to educational programs. The Custodial program has been updated to reflect three stackable certificates leading to an Associate of Applied Science in Environmental Health and Safety Services. It is currently awaiting review by ICCB. In addition, several sites have been selected to add a Warehousing program in FY 2025.

Strategic Plan 2023 - 2027 Key Performance Indicators

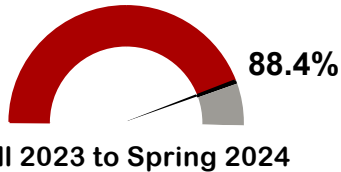
STUDENT EQUITY & SUCCESS

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.

National Average - 75.6%
Goal - 78%

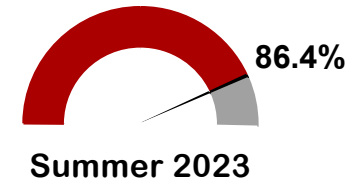
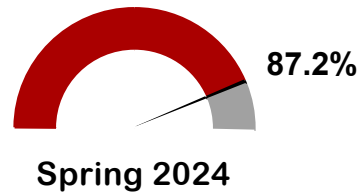
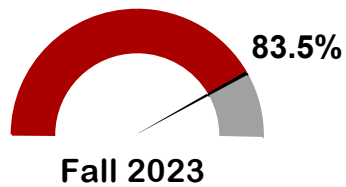


Fall-to-Spring (Term/Term) - First Time/.Full-Time/Degree Seeking - Students who enrolled their first semester and continued enrollment to the next semester or completed their degree and graduated.

Goal - 85%

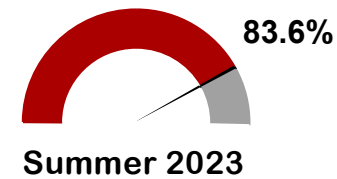
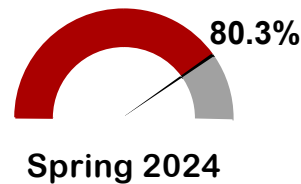
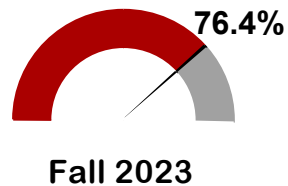
Persistence - to quantify the drive, determination, and success that a student has towards their degree or certificate. It is determined by the number of attempted credits compared to the number of successfully earned or completed credits. We define successful completion of a course when a student receives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

All Modalities



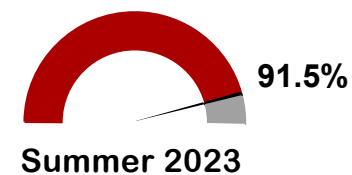
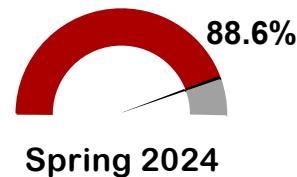
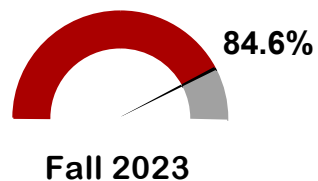
Goal - 85%
across all modalities

Online/Hybrid



Stretch
Goal - 90%

Face-to-Face



Strategic Plan 2023 - 2027 Key Performance Indicators

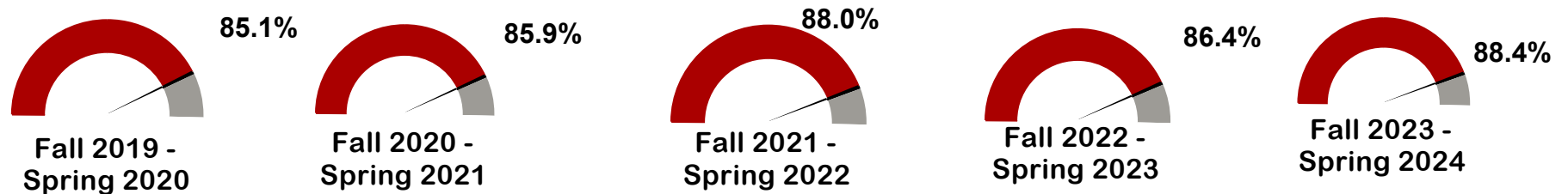
STUDENT EQUITY & SUCCESS

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.

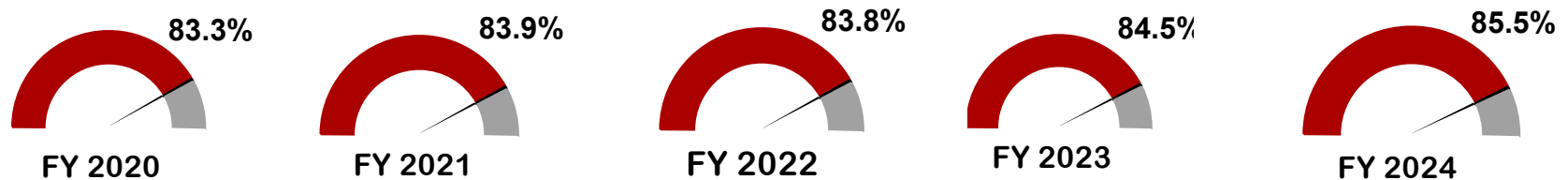
Fall-to-Fall (Year/Year)- First Time/.Full-Time/Degree Seeking - Students who enrolled their first year and continued enrollment to the next year or completed their degree and graduated.



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.



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.



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
78.4%	78.6%	78.8%	78.8%	82.2%	79.7%	84.3%
Academically Disadvantaged						
2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
77.8%	76.5%	77.8%	77.8%	73.4%	78.0%	66.7%
First Generation						
2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
76.0%	73.9%	74.5%	77.0%	78.5%	78.2%	81.6%
Single Parent						
2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
66.7%	61.7%	69.7%	79.5%	69.3%	73.8%	81.3%
Ethnicity						

**Diversity,
Equity,
Inclusion
and
Belonging**

**Goal
85%**

	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	2023FA
American/Alaska Native	54.5%	75.0%	72.4%	81.0%	68.8%	60.0%	69.6%
Asian	85.7%	71.4%	92.0%	82.6%	54.5%	83.3%	92.3%
Black or African American	69.6%	72.0%	60.0%	60.6%	58.1%	78.0%	70.7%
Hawaiian/Pacific Islander	100.0%	0.0%	66.7%		100.0%	100.0%	
Hispanic	70.6%	80.0%	70.9%	70.9%	72.4%	77.8%	80.7%
White	79.2%	76.8%	80.6%	80.9%	83.6%	82.2%	83.6%
No Response or Unknown	80.7%	85.6%	83.5%	87.4%	94.0%	78.7%	85.4%
Middle East/North African							100.0%

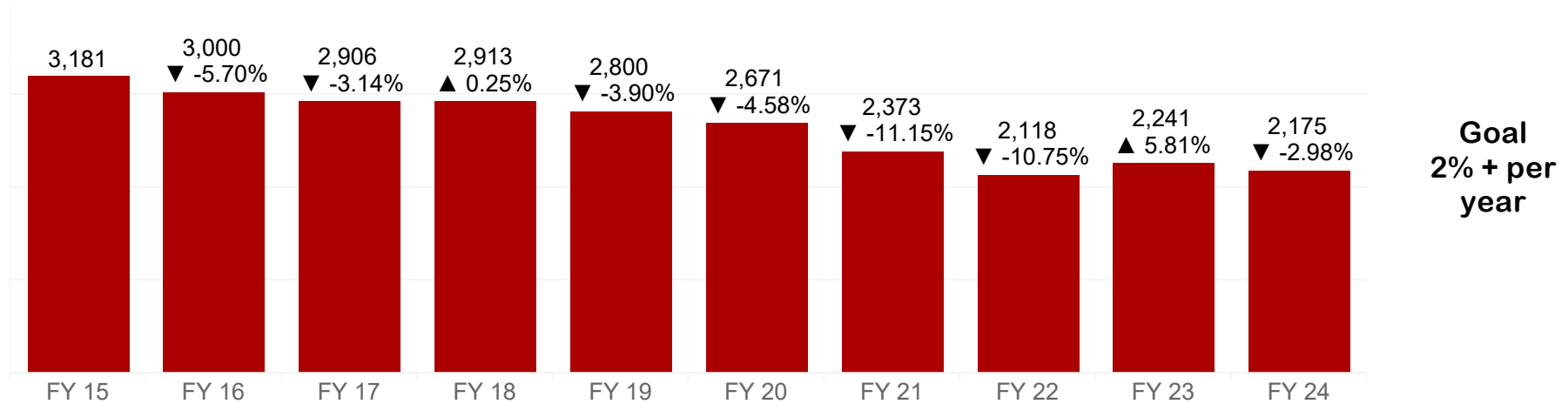
Note: Based on the results above it confirms that the wrap-around service and additional support that we provide increases the retention among our DEIB population.

Strategic Plan 2023 - 2027 Key Performance Indicators

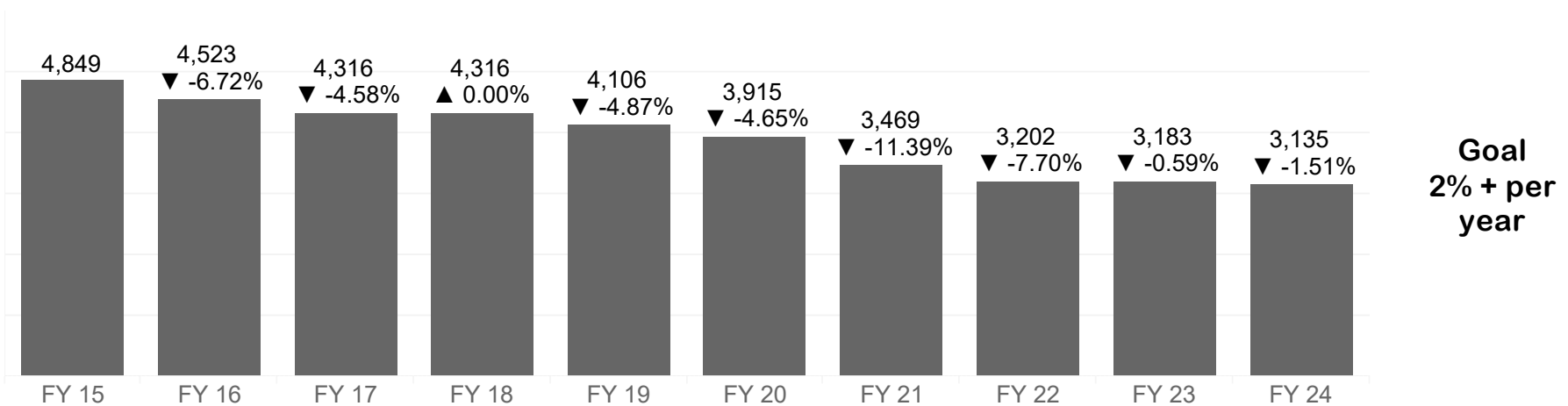
STUDENT EQUITY & SUCCESS

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 Equivalent (FTE) - 1 FTE student = 30 credit hours



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

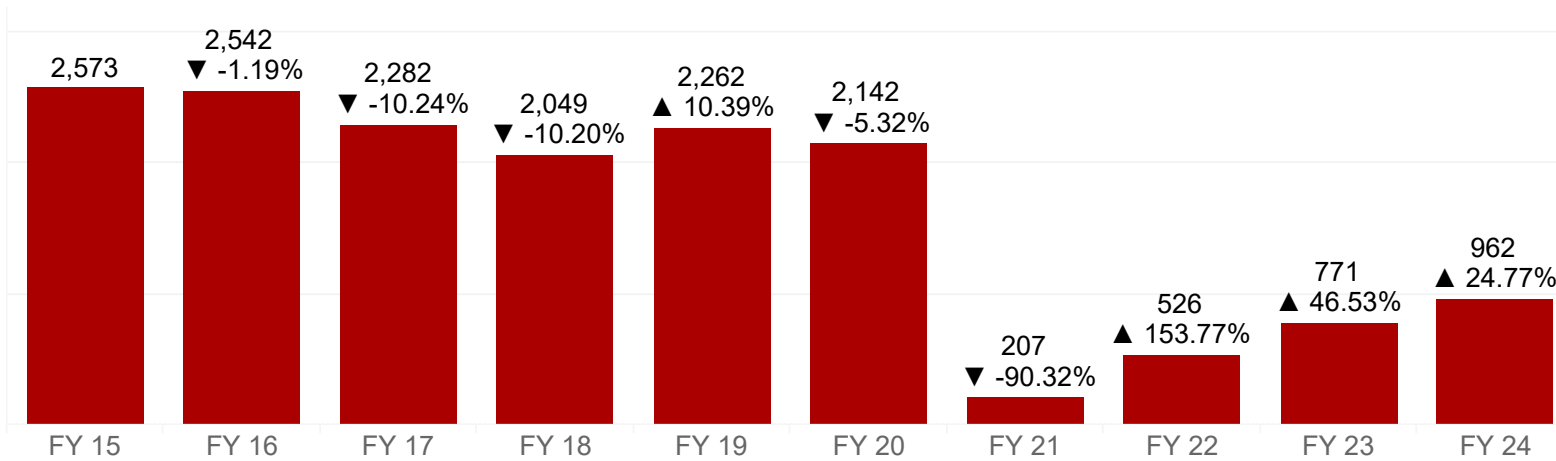


Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

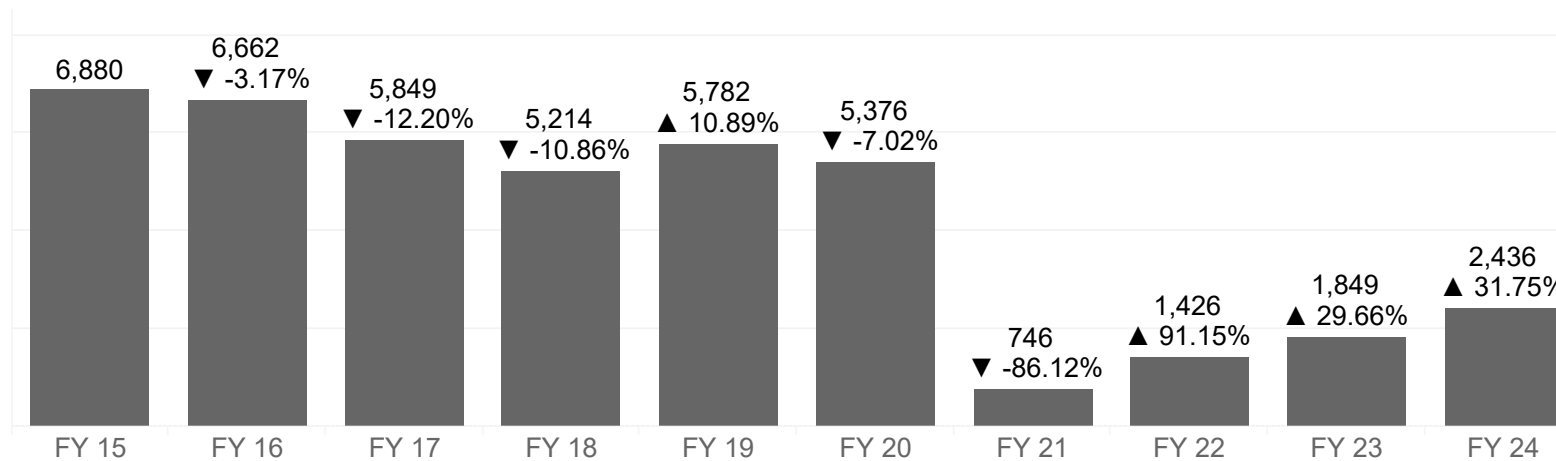
Department of Corrections Annual Enrollment - Students enrolled in at least one credit bearing course during the academic year.

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



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.

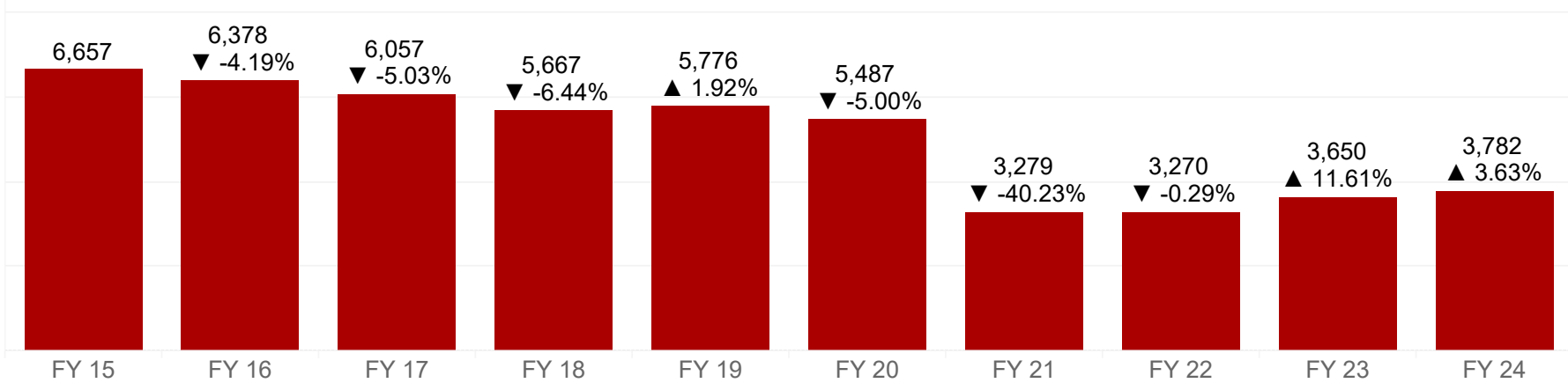


Strategic Plan 2023 - 2027 Key Performance Indicators

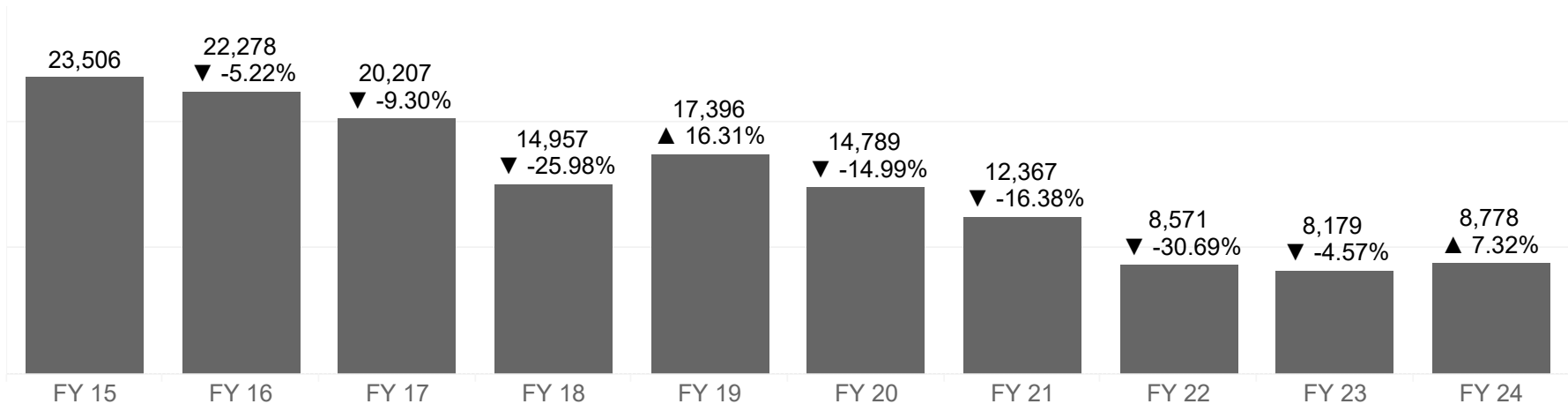
STUDENT EQUITY & SUCCESS

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 Equivalent (FTE) - 1 FTE student = 30 credit hours



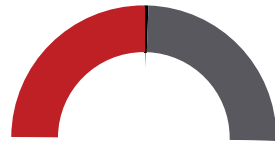
Head Count - 1 enrolled student = 1 head count in any of the three terms in the academic year.



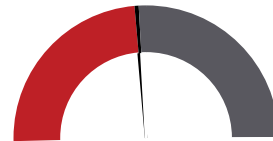
Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

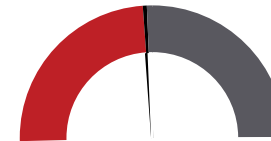
Student Matriculation - percentage of applicants who apply and then enroll at the College.



50%
2022FA
(1,114 of 2,219)



48%
2023FA
(1,047 of 2,170)



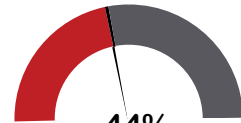
49%
2024FA
(1,094 of 2,248)

Goal
55%

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



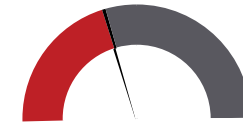
39%
September
(69 of 176)



44%
October
(105 of 237)



50%
November
(85 of 170)



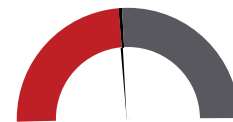
41%
December
(49 of 119)



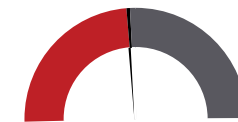
56%
January
(133 of 237)



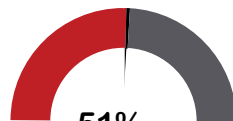
54%
February
(88 of 164)



48%
March
(71 of 147)



48%
April
(104 of 215)



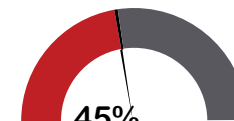
51%
May
(93 of 183)



48%
June
(82 of 170)



53%
July
(131 of 246)



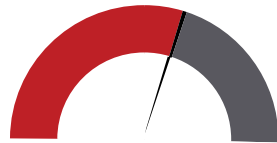
45%
August
(84 of 184)

Strategic Plan 2023 - 2027 Key Performance Indicators

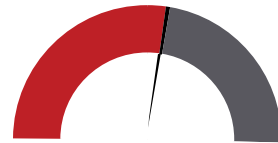
STUDENT EQUITY & SUCCESS

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

Current Year High School Grads



59%
2022FA
(643 of 1,084)



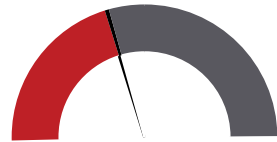
54%
2023FA
(588 of 1,079)



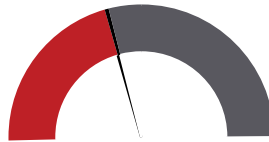
58%
2024FA
(622 of 1,067)

**Goal
60%**

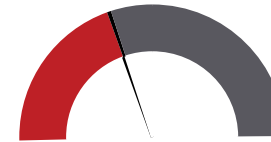
All Other New Applicants



41%
2022FA
(471 of 1,135)



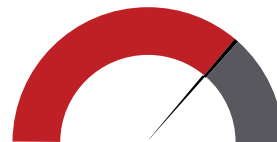
42%
2023FA
(459 of 1,091)



40%
2024FA
(472 of 1,181)

**Goal
55%**

Current Year High School Grads who applied and attempted dual credits



72%
2022FA
(321 of 444)



65%
2023FA
(279 of 429)



70%
2024FA
(297 of 422)

**Goal
75%**

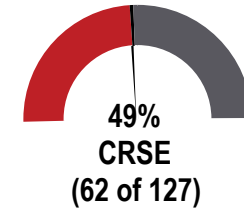
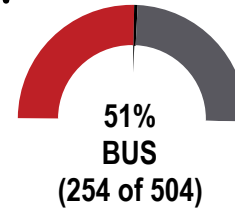
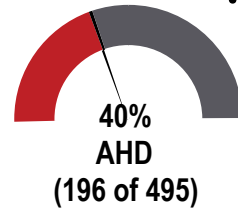
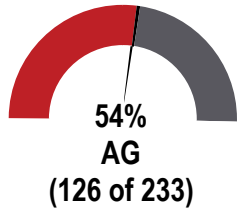
Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

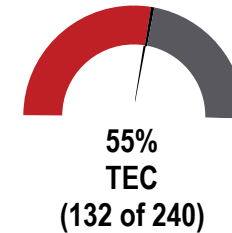
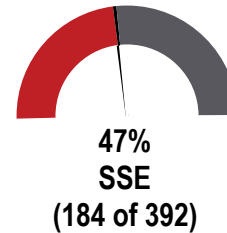
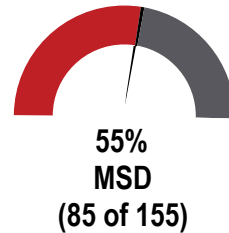
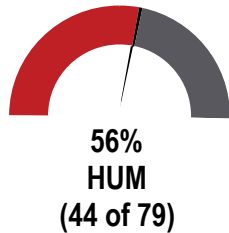
Student Matriculation - percentage of applicants who apply and then enroll at the College.

By Division

Fall 2024



CRSE is Course Enrollees



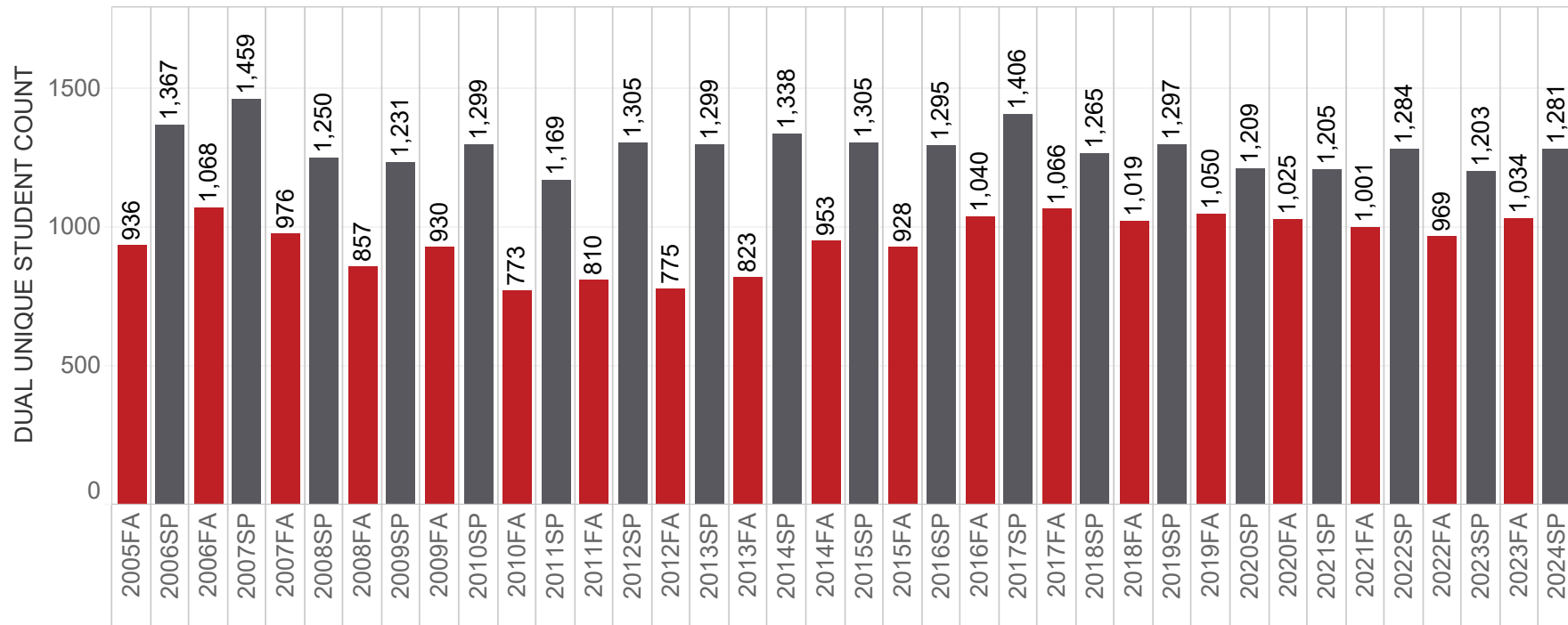
Each Division should set their
own stretch goals
Overall College Goal - 60%

Strategic Plan 2023 - 2027 Key Performance Indicators

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



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.

Strategic Plan 2023 - 2027 Key Performance Indicators

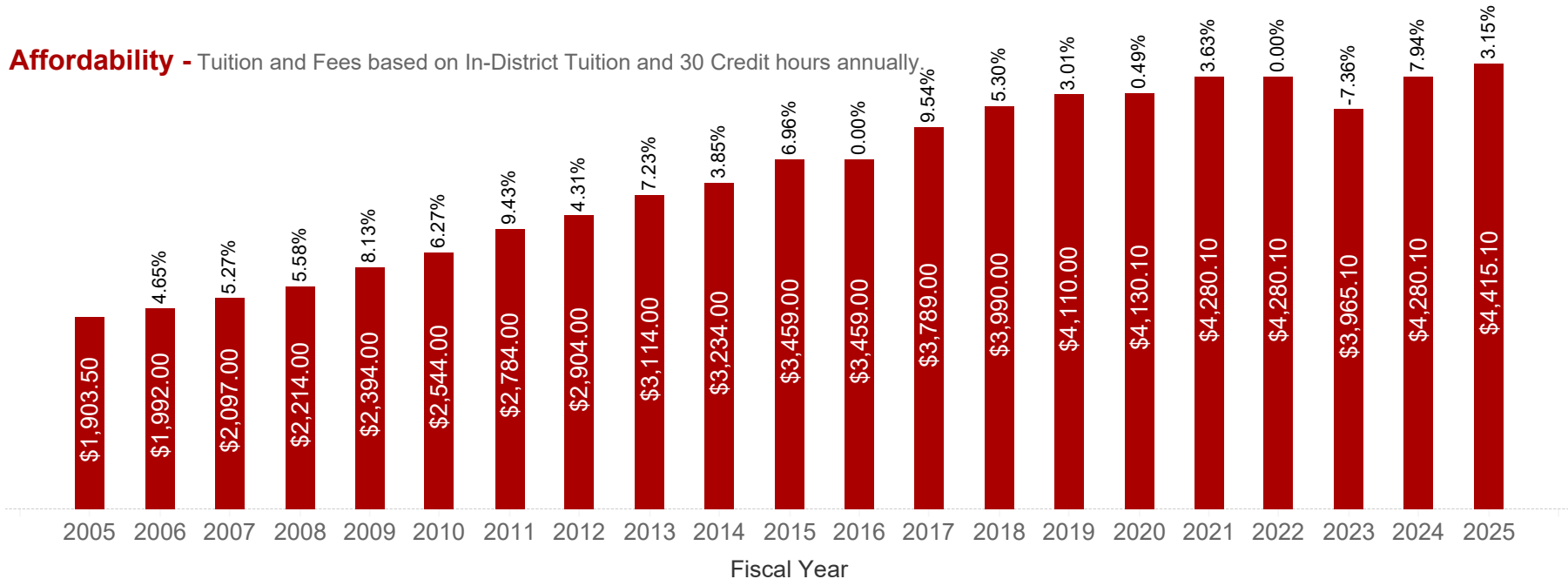
STUDENT EQUITY & SUCCESS

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. *This shows partial years so the last year could not be complete.*

Degrees Awarded

Degree	2017	2018	2019	2020	2021	2022	2023	2024	2025
Associate Engineering Science	5	8		5	5	7	4	6	
Associate in Applied Sciences	374	376	397	356	311	341	319	346	32
Associate in Arts	125	198	290	287	283	245	249	228	42
Associate in Liberal Studies	49	49	47	55	43	35	30	15	4
Associate in Science	201	165	73	55	49	58	50	45	8
Certificate	235	276	278	266	284	279	270	357	85
Department of Corrections	2,470	2,206	2,450	2,715	292	776	1,198	1,515	397
Technical Training	339	262	231	176	186	189	329	192	5
Grand Total	3,798	3,540	3,766	3,915	1,453	1,930	2,449	2,704	573

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

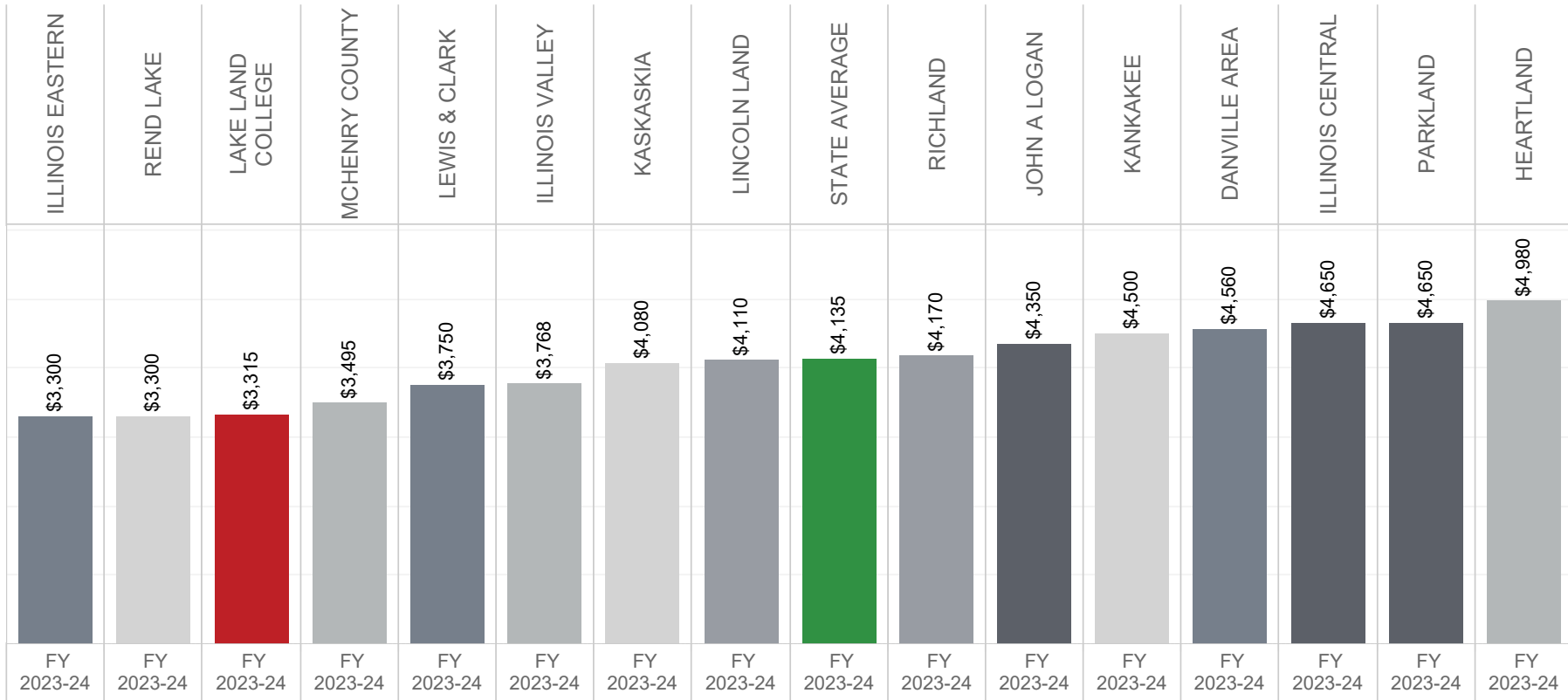


Strategic Plan 2023 - 2027 Key Performance Indicators

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



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.

Strategic Plan 2023 - 2027 Key Performance Indicators

INSTITUTIONAL & EMPLOYEE EXCELLENCE

Employee Retention

Goal

Average Years of Service = 15.0

Administrators

Count: 45
Average Years of Service: 9.2
Max Years of Service: 33.1
Min Years of Service: 0.0

Faculty

Count: 106
Average Years of Service: 15.6
Max Years of Service: 31.2
Min Years of Service: 1.17

Support Staff

Count: 168
Average Years of Service: 6.9
Max Years of Service: 26.4
Min Years of Service: 0.00

Supervisors

Count: 20
Average Years of Service: 13.5
Max Years of Service: 28.1
Min Years of Service: 1.15



Custodian

Count: 19
Average Years of Service: 9.1
Max Years of Service: 25.9
Min Years of Service: 0.13

Para Professionals

Count: 26
Average Years of Service: 8.0
Max Years of Service: 27.2
Min Years of Service: 0.36

Full-Time

Count: 384
Average Years of Service: 10.1
Max Years of Service: 33.1
Min Years of Service: 0.00

Part-Time

Count: 84
Average Years of Service: 11.3
Max Years of Service: 44.8
Min Years of Service: 0.17

LAKE LAND
COLLEGE

Includes Department of Corrections

Strategic Plan 2023-2027 - Key Performance Indicators

Institutional Assessment

With the implementation of the 2023-2027 Strategic Plan, the administration requested that each major working team create a master plan. Each of the cabinet members worked with their direct reports to complete the Master Plan Template. This template contains:

- the purpose of each team
- the team's relationship to LLC's mission
- goals with measurable objectives and key performance indicators
- short-term and long-term objectives with goals, timelines, milestones, and budget considerations

The following areas have an up-to-date master plan:

Academic Services

- Agriculture Division
- Allied Health Division
- Business Division
- Humanities Division
- Math & Science Division
- Social Science Division
- Technology Division
- Library Services
- Academic Services Units

Business Services

- Accounting
- Bookstore
- Human Resources
- Information Systems and Services
- Physical Plant
- Print Shop/Mailroom

President's Office

- College Advancement
- Institutional Effectiveness
- Police
- Workforce Solutions and Community Education

Student Services

- Admissions and Records
- Athletics
- Career Services
- Counseling
- DEIB Student Success
- Financial Aid
- Health Services
- International Studies
- Marketing & Public Relations
- Recruitment and Enrollment
- Student Life
- Student Success Center
- TRIO

Strategic Plan 2023-2027 - Key Performance Indicators

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
2024	1967	491	53.20%	318	16.2%	114	5.8%	923	46.9%	1044	53.1%
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
2024	109	30	20	20	19	10	20	4	20	8	30
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 - 53.2% Down from 55% in 2023

Decrease in the number of students not attending any College is still increasing Goal Less than 45%

Strategic Plan 2023-2027 - Key Performance Indicators

Direct Instructional Unit Cost

	2019	2020	2021	2022	Goal
Lake Land	\$ 1,635.00	\$ 1,806.08	\$ 2,601.87	\$ 4,034.10	Bottom 1/3 of Community Colleges in Illinois
Ranking	32nd of 39	32nd of 39	30th of 39	37th or 39	
State Unit Cost	\$ 4,406.00	\$ 4,589.00	\$ 5,171.00	\$ 5,566.85	

Direct Instructional Unit Cost is calculated using Audited Expenditures by Function divided by Annual FTE.
Updated from ICCB Reports 2022 is the more current available.

Strategic Plan 2023-2027 - Key Performance Indicators

Institutional Effectiveness

Grants

	Awarded/ Applied	Amount Awarded
FY 2023	15 / 25	\$ 2,029,439.35
FY 2024	13 / 26	\$ 1,753,379.00
FY 2025	2 / 5	\$ 503,670.00

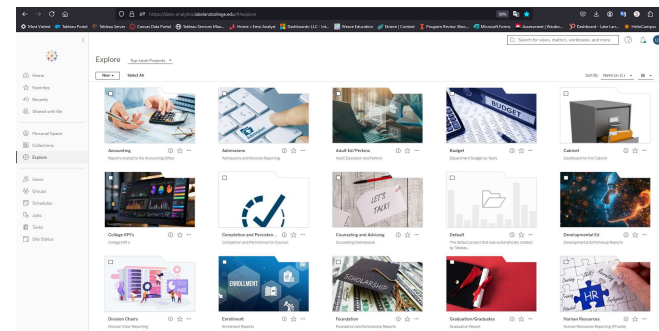
9 Still pending a result

Institutional Research

Institutional Research has worked with the VPAS to streamline the Program Improvement and Enhancement (PIE) reports along with strengthening the connection between PIE and ICCB's Program Review process. This has been accomplished through the annual PIE meetings by consolidating PIE action plans, program questions, and program review questions into a single excel document that allows five years of documentation to be summarized. Furthermore, integrating the ICCB program review process into PIE meetings has resulted in one division requesting a Program Review training to be held this fall for assistance with completing the ICCB program review template. Hopefully, this will accelerate the reporting process. If this approach is effective, Institutional Research will begin offering ICCB program review sessions in the fall semester for those programs due to complete their five-year program review.

Data Analytics

Implemented licenses for all Full and Part Time Employees to be able to use Tableau server as needed.



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	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
	# Students	# Students	# Students	# Students	# Students	# Students
Commerical Driver Licensing (CDL)	89	70	42	73	125	207
Continuing Education - Professional Development	447	214	161	253	300	238
Contract Training	880	67		204	200	104
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%

Goal
20% Increase

FY2020 & FY2021 were impacted by the pandemic

FY 2024 lauches a new software program to better track attendance with trainings.

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

Lisa Cole, Director of Data Analytics

Tanisha Fulk, Student Services Specialist III

Pam Hartke, Associate Dean of Recruitment & Enrollment Management

Ike Nwosu, Vice President for Academic Services

Constance Rickey, Nursing Faculty

Madge Shoot, Comptroller

Lisa Shumard-Shelton, Director of Student Life

David Stewart, Chief Information Officer

Chris Strohl, Dean for Workforce Solutions & Community Education

Nermine Tawdros, Data Analyst & Assessment Coordinator

Tessa Wiles, Director of Dual Credit

SPONSOR

Josh Bullock, President

