

Lake Land College

District No. 517

Board of Trustees
Agenda and Board Book
July 14, 2025
Regular Meeting No. 703



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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**Lake Land College
Board of Trustees
District No. 517**

Engaging minds, changing lives, through the power of learning.



**Regular Meeting No. 703
Monday, July 14, 2025, 6:00 p.m.
Board and Administration Center, Room 011, Mattoon
*Agenda***

Routine.

Call to Order.

Roll Call.

Consent Item.

(Any one member may remove an item from the consent item list simply by requesting the Chair to do so. Items removed will be discussed and voted immediately following passage of the consent item.)

1. Approval of Minutes of June 9, 2025, Regular Meeting.
2. Approval of Minutes of June 9, 2025, Closed Session.
3. Approval of Agenda of July 14, 2025, Board of Trustees Meeting.
4. Bills for Payment and Travel Expenses.
For summary and details of bills refer to the [Board of Trustees web page](#).
5. Destruction of Tape Recording of the January 11, 2024, Closed Session,

Hearing of Citizens, Faculty and Staff.

Committee Reports.

A. ICCTA/Legislative	Ms. Denise Walk
B. Resource & Development	Ms. Doris Reynolds
C. Finance	Mr. Larry Lilly
D. Buildings & Site	Mr. Gary Cadwell
E. Foundation	Mr. Larry Lilly
F. Student Report	Mr. Jay Bliler
G. President's Report	Dr. Josh Bullock

Business Items.

Non-Action Items.

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2. Presentation of FY 2026 Budget.	
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7. Calendar of Events.	141-142

Action Items.

Topic	Board Book Page Number(s)
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2. Acceptance of Grants.	144-151
3. Acceptance of May 2025 Financial Statements.	152-156
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5. Approval of RAMP Document.	158-174
6. Approval of Three-Year Agreement for Tableau from Salesforce.	175-182
7. Approval of Purchase of Whiteboards and the Cost for Related Installation for the Effingham Technology Center (ETC).	183-188
8. Approval of Purchase of Microscopes for the Effingham Technology Center.	189-190
9. Approval of Renewal of Contract for Educational Services at the IYC Harrisburg Juvenile Center.	
10. Approval of Contract Renewal with the Lake Land College Paraprofessional Association.	
11. Approval of Contracts with Cengage for Digital Course Content.	191
12. Approval of Purchase for Upgrades to the Electrical System Supporting Generators at the College's Main Campus.	192-196

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13. Approval of Renewal of Vertiv Agreement for Data Center UPS. 197-207

14. Closed Session.

Pursuant to Chapter 5 of the Illinois Compiled Statutes Section 120/2(c)(1) and (2), closed session is called to discuss the appointment, employment, compensation, performance or dismissal of specific employees and to consider collective negotiating matters between the public body and its employees or their representatives.

[Return to Open Session - Roll Call]

15. Approval of Grievance Settlement Agreement with the Lake Land College Faculty Association (LLCFA) as Discussed in Closed Session.

16. Approval of Administration's Recommendation to Terminate the Employment of a Support Staff Member as Discussed in Closed Session.

17. Approval of Human Resources Report as Discussed in Closed Session. 208-210

Other Business. (Non-action)

Adjournment.

**Lake Land College
Board of Trustees
District No. 517**



Regular Board Meeting No. 702
Board and Administration Center, Room 011
Mattoon, IL
June 9, 2025

Minutes

Call to Order.

Chair Wright called the June 9, 2025, regular meeting of the Lake Land College Board of Trustees to order at 6:00 p.m. in room 011 of the Board and Administration Center, Mattoon, IL.

Roll Call.

Trustees Physically Present:

Trustees Physically Present: Mr. Thomas Wright, Chair; Mr. Gary Cadwell; Mr. Chuck Deters; Mr. Larry D. Lilly, Secretary; Mr. Scott Montgomery; Ms. Denise Walk, Vice-Chair; and Student Trustee Jay Bliler.

Trustees Absent: Trustee Doris Reynolds.

Others Participating via Telephonic or Electronic Means: None.

Others Present:

Dr. Jonathan Bullock, President; Dr. Ikemefuna Nwosu, Vice President for Academic Services; Mr. John Woodruff, Vice President for Business Services; Ms. Jean Anne Highland, Chief of Staff; Ms. Seirra Laughhunn, Executive Assistant to the President's Office; and members of the staff.

Approval of Consent Items.

Trustee Walk moved and Trustee Cadwell seconded to approve the following consent items:

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1. Approval of Minutes of May 19, 2025, Regular Meeting.
2. Approval of Minutes of May 19, 2025, Closed Session.
3. Approval of Agenda of June 9, 2025, Board of Trustees Meeting.
4. Bills for Payment and Travel Expenses, Including Trustee Travel Reimbursement.

The following is a summary by funds:

Education Fund	\$	501,308.75
Building Fund	\$	54,591.72
Site & Construction Fund	\$	1,361,814.00
Bond & Interest Fund	\$	205,910.40
Auxiliary Services Fund	\$	48,248.39
Restricted Purposes Fund	\$	174,571.43
Working Cash Fund	\$	-
Audit Fund	\$	2,000.00
Liability Insurance Fund	\$	403,832.57
Student Accts Receivables	\$	28,056.96
Total	\$	2,780,334.22

For a summary of trustee travel reimbursement and details of bills refer to [the Board of Trustees web page](#).

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Hearing of Citizens, Faculty, and Staff.

During the public comment portion of the meeting, Mr. Casey Reynolds, President of the Lake Land College Faculty Association (LLCFA), stood and approached the podium. Chair Wright read a statement regarding the rules for public comment. Mr. Reynolds read a statement on behalf of the LLCFA related to the agenda item titled "Approval of Part-time Rates and Stipends." He asked the Board to not take action on this item, in particular the portion related to faculty stipends, until the Board can be more informed of the issue related to a Step Four Grievance filed by the Association.

Committee Reports.

ICCTA/Legislative.

Trustee Walk reported the Illinois General assembly wrapped up their spring session June 1, 2025, and the administration is watching for any bill that is signed into law in case any policies need to be updated. She said that she and Trustee Cadwell attended the ICCTA trustee training and awards banquet this past Friday. She said it was good to see so many Lake Land College alumni, faculty, and students nominated for various ICCTA awards, and one of our students, Ms. Sarah Housh, won the Paul Simon scholarship. She was inspired to hear how Lake Land and other community colleges across Illinois are making such a positive impact on students.

Resource & Development.

Trustee Reynolds, Committee Chair, was not present, and thus no report was given.

Finance.

Trustee Lilly, Committee Chair, said the Committee had not met since the last regular Board meeting.

Buildings & Site.

Trustee Cadwell, Committee Chair, said the Committee had not met since the last regular Board meeting.

Foundation.

Trustee Lilly highlighted the following information and said this report was provided by Ms. Christina Donsbach, Executive Director for College Advancement:

- The 2025 Employee Giving Campaign is live and continues through the month of June. This year's campaign encourages employees to participate, whether it's a one-time gift or gift through ongoing payroll deductions. Every dollar counts and helps to make a huge impact. Thanks to all employees who gave in the past, continue to give and those thinking about giving in the future.
- The Foundation is excited to share that we now have 21 Community Partners for the first year of the program. Through the generosity of these businesses, an additional \$92,000 of scholarship support will be given during the upcoming year.

Student Report.

Student Trustee Bliler reported that the Student Government Association still stands in recess until the beginning of the fall semester. The SGA will be hosting another Red Cross Blood Drive on June 18, 2025. Mr. Bliler said that all students who are members of the Student Government Association, Student Activity Board, and Navigator News will also take part in a team-building session on June 18, 2025. He said the college is hosting a Juneteenth celebration on June 19, 2025, and the Student Activity Board is providing assistance in hosting this event. Mr. Bliler offered congratulations, on behalf of the student body, to the Lake Land College athletes for their accomplishments since the last board meeting.

President's Report.

Dr. Bullock gave the following updates:

- The College received \$584,276 in May from the Illinois Department of Corrections for the FY 2025 outstanding balance. A balance of \$588,001 remains outstanding with IDOC.
- The College received a payment of \$80,488 from the Illinois Department of Juvenile Justice (IDJJ) in May for the FY 2025 outstanding balance. A total of \$26,512 remains outstanding with IDJJ.
- In May, the College received payments from the State of Illinois for FY 2025 credit hour reimbursement of \$352,776 and equalization of \$574,383. A balance of \$352,776 in credit hour reimbursement and \$574,383 in equalization remains outstanding.
- The College received no property tax payments in May.

Business - Non-action Items.

Monthly Data Point Discussion – Daily Dashboards to Track Goals for Fall Enrollment.

Ms. Lisa Cole, Director of Data Analytics, provided a brief presentation on the numerous dashboards created through our Tableau data visualization tool that is shared daily with numerous College leaders to monitor progress for enrollment goals. She highlighted the basis for the various goals. She notified Trustees that they could also register to receive these dashboards on a routine basis via their college-issued e-mail addresses. All Trustees present expressed a desire to do so. Ms. Cole said she would send them a link for this registration.

Calendar of Events.

Trustees reviewed a calendar of upcoming events. Dr. Bullock reminded the Trustees that the Effingham Technology Center (ETC) Grand Opening is set for Wednesday, July 30, 2025, with a dedication ceremony at 5:30 p.m. and open house from 3 p.m. to 7 p.m. Dr. Bullock reminded members that there will be a Finance Committee meeting on July 10 at 9:00 a.m. He also reminded the Trustees about the August 18, 2025, Board Meeting to be held at the Effingham Technology Center.

Action Items

Acceptance of Rocky Mountain Elk Foundation Grant.

Ms. Jean Anne Highland, Chief of Staff, presented on a memo from Dr. Beth Craig, Grants Writer and Coordinator, requesting that the Board accept a one-year Rocky Mountain Elk Foundation Grant in the amount of \$1,500 to benefit the Lake Land College Clay Target Shooting Team.

She reported the purpose of the grant is to foster meaningful collaborations and long-term impacts in the conservation of natural resources and outdoor traditions, and that grant funds will be used to purchase ammunition and other critical supplies for the team.

Trustee Deters moved and Trustee Montgomery seconded to accept as presented a one-year Rocky Mountain Elk Foundation Grant in the amount of \$1,500 to benefit the Lake Land College Clay Target Shooting Team.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Acceptance of April 2025 Financial Statements.

Trustees reviewed the April 2025 Financial Statements and a memorandum from Mr. Woodruff, Vice President for Business Services, that highlighted the Financial Statements and significant variances.

Trustee Lilly moved and Trustee Walk seconded to approve as presented the April 2025 Financial Statements.

There was no further discussion.

Roll Call Vote:

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Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Delegation of Authority to President to Provide or Secure Education Services.

Trustees heard a request by Dr. Bullock that the Board grant authority to him, as College President, to provide or secure education services per Board Policies 10.01 and 02.03. He said examples include cooperative agreements for alternative schools and agreements with clinical sites.

Trustee Cadwell moved and Trustee Deters seconded to delegate authority to the College President to enter into contracts or agreements during FY 2026 to provide or secure education services per Board Policies 10.01 and 02.03.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Declaration of Surplus Item(s) or Equipment.

Mr. Woodruff requested the Board declare as surplus the following items or equipment that have become obsolete and no longer have value to the College:

- 14 drafting tables from West Building Room 101.
- Various furniture items, such as desks, tables, and chairs, that are outdated and will be removed from the Northwest and Webb Hall Buildings as part of their summer 2025 remodeling projects.

Trustee Walk moved and Trustee Montgomery seconded to declare as surplus the following items or equipment and grant authorization to dispose of these items in a manner most beneficial to Lake Land College:

- 14 drafting tables from West Building Room 101.
- Various furniture items, such as desks, tables, and chairs, that are outdated and will be removed from the Northwest and Webb Hall Buildings as part of their summer 2025 remodeling projects.

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There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of Resolution No. 0625-021 Authorizing Treasurer to Transfer Interest Earned from Working Cash.

Trustees heard a recommendation from Dr. Bullock for the Board to approve the Resolution to authorize the Treasurer to transfer interest earned from the Working Cash Fund to the Operation and Maintenance Fund for the purpose of new building construction and to remunerate expenses by authority under the Illinois Public Community College Act.

Trustee Cadwell moved and Trustee Walk seconded to approve Resolution No. 0625-021 to authorize the College Treasurer to transfer interest earned from the Working Cash Fund to the Operation and Maintenance Fund for the purpose of new building construction and to remunerate expenses by authority under the Illinois Public Community College Act, Section 805/3-33. [A full and complete copy of the Resolution is attached to and part of these minutes.]

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of Resolution No. 0625-022 Authorizing Treasurer to Invest Funds

Trustees heard a recommendation from Dr. Bullock and reviewed Resolution No. 0625-022 to authorize the Treasurer of the College to invest funds.

Trustee Lilly moved and Trustee Montgomery seconded to approve as presented Resolution No. 0625-022 to authorize the College Treasurer to invest funds in accordance with provisions of the Illinois Community College Act and the Investment of Public Funds Act. [A full and complete copy of the Resolution is attached to and part of these minutes.]

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

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Absent: Trustee Reynolds.

Motion carried.

Approval of Resolution 0625-023 Supporting the Extension of the City of Mattoon's Midtown Tax Increment Financing Redevelopment Project Area ("Midtown TIF").

Dr. Bullock recommended the Board support a 12-year extension for the City of Mattoon's Midtown Tax Increment Financing Redevelopment Project Area ("Midtown TIF"). He said this TIF District was established in 2001 with a life of 23 years. Trustees reviewed a map of this TIF District and documents summarizing the numerous benefits and projects associated with this TIF District to date. Dr. Bullock said the City and the Mattoon Midtown TIF District have generated substantial community benefits by unlocking economic development, supporting private reinvestment, and improving public infrastructure. He said as of the end of FY2022, the District has attracted a total of \$6,665,056 in private investment and \$3,315,285 in public investment, yielding a strong private-to-public investment ratio of nearly 2 to 1. Dr. Bullock said they also reported that over 90 redevelopment projects have been supported to date, with \$1,030,250 in expenditures during FY2022 alone.

Trustee Deters moved and Trustee Walk seconded to approve as presented Resolution No. 0625-023 Supporting the City of Mattoon's Midtown Tax Increment Financing Redevelopment Project Area ("Midtown TIF"). [A full and complete copy of the Resolution is attached to and part of these minutes.]

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of FY 2026 Base Salary Schedule, Excluding Correctional Centers.

Trustees reviewed a recommendation from Ms. Dustha Wahls, Director of Human Resources, requesting the Board increase the starting salaries for new full-time employees to promote continued fairness and consistency across the institution. Trustees learned that this year the college elected to have Korn Ferry review the College's base salary structure in alignment with our 3-year cycle to assess the competitiveness of our current compensation structure. Mr. Woodruff said that we believe the new ranges allow Lake Land College to remain competitive for local labor talent while considering the budget implications. Mr. Woodruff highlighted the various percentage changes based upon grade levels, and he noted that any current employee impacted by the new minimum levels will be made whole by adjusting their current rate to the new minimum according to the College's compensation guidelines.

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Trustee Walk moved and Trustee Montgomery seconded to approve as presented the FY 2026 Salary Grades and Ranges Schedule for administrative, supervisory and support staff, excluding Correctional Center employees.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of Base Salary Increase for Administrators, Supervisors and Support Staff, Excluding Correctional Centers.

Trustees reviewed a recommendation from Mr. Woodruff for the Board to approve a 3% base salary increase for our full-time administrative, supervisory, and support staff employees, excluding correctional center employees and employees in planned retirement.

Mr. Woodruff reported this salary increase accounts for inflationary rates, is reasonable against the FY 2026 budget with its potential revenue challenges (State and Federal), and assists in keeping the Lake Land payroll portion of total benefits and compensation competitive with local hiring opportunities.

Trustee Cadwell moved and Trustee Walk seconded to approve as presented a 3% base salary increase for our full-time administrative, supervisory, and support staff employees, excluding correctional center employees and employees in planned retirement, and the adjustments for those staff impacted by the salary guideline changes effective July 1, 2025.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of Part-time Staff Hourly Increases.

Trustees reviewed a recommendation from Mr. Woodruff for the Board to approve a 3% increase for our current part-time employees effective July 1, 2025. He said the 3% increase for qualifying part-time employees is consistent with the overall proposed increase for our full-time administrators, supervisors and support staff.

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Trustee Deters moved and Trustee Lilly seconded to approve a 3.0% increase for current part-time employees who meet the criteria defined in our part-time compensation guidelines, effective July 1, 2025.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of FY 2026 Part-time Rates and Stipends.

Trustees reviewed a memorandum from Ms. Wahls for the Board to approve the part-time rates and stipends FY 2026. Trustees reviewed details of the memorandum from Ms. Wahls regarding the recommended stipend amounts and part-time rates. Dr. Ike Nwosu, Vice President for Academic Services, reported on the following key changes from FY 2025:

- An increase of \$15 per equated credit hour for adjuncts.
- The inclusion of a Surgical Tech Partnership Grant.
- Various updates to Academic Program Directors and Program Leads as determined by a designated framework.

Trustee Walk moved and Trustee Montgomery seconded to approve as presented the proposed part-time rates and stipends for FY 2026.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of Contract with Hybrid Media USA, LLC for Digital Marketing Services.

Ms. Jean Anne Highland presented a request on behalf of Ms. Kelly Allee, Director of Marketing and Public Relations (MPR), for the Board to approve a one-year contract with Hybrid Media USA, LLC, based in Philadelphia, at a contract amount of \$100,000, inclusive of media purchases, management and agency fees, for services from July 1, 2025 to June 30, 2026 and the option to renew for FY 2026 and FY 2027. Trustees received the proposed agreement and the bid tabulation sheet. Ms. Highland noted how the College distributed a Request for Qualifications (RFQ) to numerous companies and that the College received

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proposals from 15 companies. She further highlighted how MPR analyzed all proposals to then provide the recommendation to the Board for approval of the proposal from Hybrid Media.

Trustee Deters moved and Trustee Cadwell seconded to approve as presented a one-year contract with Hybrid Media USA, LLC, based in Philadelphia, at a contract amount of \$100,000, inclusive of media purchases, management and agency fees, for services from July 1, 2025 to June 30, 2026 and the option to renew for FY 2026 and FY 2027.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of Two-Year Contract with Grammarly, Inc. for Purchase of Grammarly for Education.

Dr. Nwosu presented a request on behalf of Ms. Sarah Hill, Director of Library Services, on behalf of the Academic Services AI Task Force, for the Board to approve a two-year contract with Grammarly, Inc. of San Francisco, CA, for the purchase of Grammarly for Education for faculty, staff, and students at a cost of \$30,000 for the period July 1, 2025 through June 30, 2026, and a cost of \$33,750 for the period July 1, 2026 through June 30, 2027. Trustees received the proposed quote and agreement. Dr. Nwosu said the proposed license would allow for up to 2,500 users of this effective AI tool, expanding upon the pilot the College conducted with Grammarly for Education in the Spring 2025 semester.

Ms. Hill reported in her memo that the AI Task Force conducted a survey of 82 instructors and 505 students this past spring, which captured a wide range of opinions and experiences related to AI tools in education. Dr. Nwosu said that Ms. Hill further highlighted that Grammarly users (216 students, staff and faculty) were surveyed from April 14 – 25, 2025, and noted that while a few reported minor technical problems involved with installation (those will be resolved when ISS handles installation when the pilot ends), the survey results were overwhelmingly positive.

Dr. Nwosu also reported that a bid was not necessary per Board Policy 10.22 (#4.F).

Trustee Cadwell moved and Trustee Montgomery seconded to approve a two-year contract with Grammarly, Inc. of San Francisco, CA, for the purchase of Grammarly for Education for faculty, staff, and students at a cost of \$30,000 for the period July 1, 2025 through June 30, 2026, and a cost of \$33,750 for the period July 1, 2026 through June 30, 2027.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

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No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Closed Session.

6:46 p.m. – Trustee Walk moved and Trustee Montgomery seconded to convene to closed session, pursuant to Chapter 5 of the Illinois Compiled Statutes Section 120/2(c)(1), (2) and (21) to consider the appointment, employment, compensation, discipline, performance or dismissal of specific employees of the College; to consider collective negotiating matters between the public body and its employees or their representatives; and to review minutes of meetings lawfully closed under the Open Meetings.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Return to Open Session - Roll Call

9:31 p.m.

Trustees Physically Present: Mr. Gary Cadwell, Mr. Chuck Deters, Mr. Larry D. Lilly; Mr. Scott Montgomery, Ms. Denise Walk, Vice-Chair, Mr. Thomas Wright, Chair and Student Trustee Bliler.

Trustees Absent: Trustee Doris Reynolds.

Others Participating via Telephonic or Electronic Means: None.

Action on Formal Grievance Filed by the Lake Land College Faculty Association at Step Four on May 30, 2025, as Discussed in Closed Session.

Trustee Walk moved and Trustee Deters seconded to postpone the response to the Formal Grievance, Step Four, filed by the Lake Land College Faculty Association (LLCFA) at Step Four on May 30, 2025 until the July 14, 2025 Board of Trustees meeting. Chair Wright said this action followed discussion on the topic held in closed session.

Approval of Release or Non-release of Closed Session Minutes as Discussed in Closed Session.

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Trustee Cadwell moved and Trustee Montgomery seconded to approve the release of closed session minutes for sections 2 and 3 of the December 9, 2024 meeting and section 1 of the May 19, 2025 meeting; and not approve the release of closed session minutes for all other sections in the six-month review period since December 9, 2024 as the need for confidentiality still exists. Chair Wright said this action followed discussion on the topic held in closed session.

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Curtis, Lilly, Reynolds, Storm, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Kelly voted yes.

Absent: Trustee Reynolds.

Motion carried.

Approval of the Human Resources Report.

Trustees reviewed the Human Resources Report. Dr. Bullock requested the Board approve the Report as presented and he highlighted some of the recommended personnel changes.

Trustee Walk motioned and Trustee Cadwell seconded to approve as presented the following standard Human Resources Report.

The following employees are recommended for FMLA leave. Board policy 05.04.12.

Herendeen, Sierra	5/14/25-5/13/26 Intermittent
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The following employee has requested a General Leave of Absence/ Board policy 05.04.14

Taylor, Shelby	5/19/25-6/18/25
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The following employee has requested a Parental Leave/ Board policy 05.04.11

Taylor, Shelby	6/19/25-6/30/25
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Additional Appointments

The following employees are recommended for additional appointments

	Position	Effective Date
Part-time		
Koontz, Andie	Student Services Intern	5/22/25
	Primary Position College Work-Study	
Sexson, Austin	Student Services Intern	5/21/25
	Primary Position Tutor	

New Hire-Employees

The following employees are recommended for hire

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	Position	Effective Date
Unpaid Volunteer		
Brown, Ryan	Dual Credit Instructor	5/20/25
Holthaus, Molly	Dual Credit Instructor	5/20/25

Part-time		
Lumbala, Lusamba	Bookstore Rush Worker	5/12/2025

Terminations/Resignations

The following employees are terminating employment

	Position	Effective Date
Full-time		
Lee, Julian	Correctional Maintenance Instructor	5/16/25
Part-time		
Hicks, Cecelia	Adult Education Instructor	4/25/25
Kersey, James	Technical Support Assistant - Info Security	4/21/25

There was no further discussion.

Roll Call Vote:

Yes: Trustees Cadwell, Deters, Lilly, Montgomery, Walk and Wright.

No: None.

Advisory Vote: Student Trustee Bliler voted yes.

Absent: Trustee Reynolds.

Motion carried.

Other Business. (Non-action)

There was no additional discussion.

Adjournment.

Trustee Cadwell moved and Trustee Walk seconded to adjourn the meeting at 9:36 p.m.

There was no further discussion.

Motion carried by unanimous voice vote.

Approved by:

Board Chair

Board Secretary

Lake Land College Board of Trustees

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*Note – See Board of Trustees web page for any referenced attachments to these minutes.

https://www.lakelandcollege.edu/col/board_minutes/



MEMO

TO: Dr. Josh Bullock, President

FROM: Bill Jackson, Director of Athletics

DATE: June 30, 2025

RE: 2024-2025 Athletic Accomplishments

It is my pleasure to present the attached information, highlighting the accomplishments of our Lake Land College student athlete's during the 2024-2025 academic year.

The many accomplishments of our student athletes reflect the outstanding young men and women who participate the athletics at Lake Land College, the strong commitment of our coaches and athletic staff to focus on the student success both in the classroom and in their sport, and the contributions of faculty and staff across the College who support student athletes in learning and accomplishing their goals.

I would like to thank the coaches, faculty, and staff for their contributions to the success of our student athletes and congratulate all of our student athletes for a tremendous year!

Lake Land College
ATHLETIC DEPARTMENT HONORS 2024-2025

Academic Report

2024 NJCAA Academic Team (must have a team GPA of 3.00 or higher):
Softball, Volleyball, Women's Basketball, Baseball, Men's Basketball

2024 NJCAA All-Academic First Team (athlete with 24 credit hours with 4.00 GPA):
Sydney Richards (Women's Basketball)
Macy Pries (Softball)
Drew Dupont (Baseball)
Eddie Scaccia (Baseball)
Clay Seal (Baseball)

2024 NJCAA All-Academic Second Team (athlete with 24 credit hours with 3.80-3.99 GPA):
Danielle Probst (Volleyball)
Addison Urbanski (Volleyball)
Josie Armstrong (Women's Basketball)
Thaylee Barry (Women's Basketball)
Cassandra Feld (Softball)
Maddie Rosenbery (Softball)
Alessandra Teruya (Softball)
Logan Lillard (Softball)
Nathan Stuemke (Baseball)
Kiefer Tarnoki (Baseball)

2024 NJCAA All-Academic Third Team (athlete with 24 credit hours with 3.60-3.79 GPA):
TaNeal Einhorn (Volleyball)
Landry Hall (Volleyball)
Emma Deters (Volleyball)
Ashton Coleman (Volleyball)
Jessica Evans (Volleyball)
Reese Brunken (Volleyball)
Tuana Yunce (Volleyball)
Aiden Swinson (Men's Basketball)
Andrew Wetzel (Men's Basketball)
Haley Campbell (Women's Basketball)
Sydney Hackman (Women's Basketball)
Kaylee Niebrugge (Women's Basketball)
Faye Brill (Softball)
McKinley Lowe (Softball)
Noemye Letendre (Softball)
Noah Dill (Baseball)
Griffin Hallahan (Baseball)
Owen Hawkins (Baseball)
Brandon Johnson (Baseball)
Jacob McPherson (Baseball)
Nathan Trimble (Baseball)

Accumulative GPA of all of our athletes (128) for the 2024-2025 academic year: 3.23

By Sport: Volleyball – 3.63
 Softball – 3.40
 Clay and Trap Shooting – 3.35
 Women's Basketball – 3.23
 Men's Basketball – 3.19
 Baseball – 3.14
 Cheer – 2.98

Total number of athletes achieving a 3.0 or higher GPA for the 2024-2025 academic year: 88 of 128

By sport: Softball (15 of 21)
 Baseball (25 of 44)
 Women's Basketball (9 of 14)
 Volleyball (13 of 13)
 Men's Basketball (13 of 16)
 Cheer (6 of 10)
 Clay and Trap (7 of 10)

Athletic Sports Honors

Season Records

By Sport: Softball – 45/20
 Women's Basketball – 28/9
 Men's Basketball – 23/9
 Volleyball – 26/7
 Baseball – 45/21

Volleyball

Team Honors

NJCAA Academic Team
 Great River Athletic Conference Champions

Individual Honors and Awards

NJCAA Division One All-Region 24: Luciana Araujo, Reese Brunken
 Great Rivers Athletic Conference All-Conference Team: Sydney Walker, Landry Hall, Reese Brunken, and Lucian Araujo (Player of the Year)

Women's Basketball

Team Honors

NJCAA Academic Team
 National Tournament Appearance (At Large Selection)
 Sixth Place Finish at the National Tournament

Individual Honors and Awards

NJCAA Division Two All-Region 24: Sydney Richards and Charleece Davis
 Midwest Athletic Conference All-Conference: Sydney Richards
 IBCA Co-Head Coach of the Year – Dave Johnson

Men's Basketball

Team Honors

- NJCAA Academic Team
- Great River Athletic Conference Runner Up

Individual Honors and Awards

- NJCAA Division One All American: Samuel Hincapie (Third Team)
- NJCAA Division One All-Region 24: Devon Woods and Samuel Hincapie
- Great Rivers Athletic Conference All-Conference: Samuel Hincapie (Player of the Year), Devon Woods, and Payton Weemer

Softball

Team Honors

- NJCAA Academic Team
- Great Rivers Athletic Conference Runner Up
- Region 24 Champion
- Central District Champion
- World Series Appearance
- Twelfth Place Finish at the World Series

Individual Honors and Awards

- Great Rivers Athletic Conference Team: Paige Collie, Noemye Letendre, Kaylie Brake, Emma Thomas, Kierra Johnson 2nd, and Karah Moore 2nd.
- Great Rivers Athletic Conference Player of the Year:
- Great Rivers Athletic Conference Freshman of the Year:
- NJCAA Division One All-Region 24: Emma Thomas, Paige Collie, Noemye Letendre, Kierra Johnson, and Kaylie Brake.
- NJCAA Division One Region 24 Player of the Year:
- Great Rivers Athletic Conference Coach of the Year: N/A
- NJCAA Division One Central District Coach of the Year: John Hendrix
- NFCA All Midwest Team: Noemye Letendre and Kierra Johnson
- NFCA All American Team:
- NJCAA Division One All American:

Baseball

Team Honors

- NJCAA Academic Team
- Region 24A Champion
- Midwest District Champion
- World Series Appearance
- Fourth Place Finish at the World Series
- NJCAA Division One Midwest District Coach of the Year: Julio Godinez
- ABCA/ATEC NJCAA Division One Midwest District Coach of the Year: Julio Godinez

Individual Honors and Awards

Great Rivers Athletic Conference Team: Vincent Spotofora, Drew Dupont, and Lucas Bixby (Co-Pitcher of the Year)

NJCAA Division One Region 24 Gold Glove: Eddie Letamendi and Kiefer Tarnoki

NJCAA Division One Region 24: Drew Dupont, Lucas Bixby, and Vincent Spotofora

Clay and Target Shooting

Team Honors

National Championship Runner-up

2nd Place Fall Conference

1st Place Spring Conference

Individual Honors and Awards

2nd Place Male Fall Conference Austin Carlen

1st Place Male Spring Conference Austin Carlen

2nd Place Male Spring Conference Jaxson Wilson

2nd Place Female Spring Conference Miley Britton

All League Top 10 Players

Tied for 7th Place Female Spring Season Miley Britton

National Individual Awards

Individual National Champion and 1st Place Male Silver Division Jaxson Wilson

3rd Place Overall and 2nd Place Male Gold Division Brandon Himes

10th Place Overall Ethan Heuerman

Lakers Moving On

Baseball

Drew Dupont – Appalachian State University

Kayden Althoff – Charleston Southern University

Noah Dill – Illinois Wesleyan University

Clay Seal – University of Illinois Springfield

Kiefer Tarnoki – Western Kentucky University

Jacob McPherson – University of Illinois Springfield

Jack Helms – Eastern Illinois University

Griffin Hallahan – University of Indianapolis

Brandon Johnson – University of Missouri St. Louis

Vincent Spotofora – Northern Illinois University

Owen Dunn – McKendree University

Eddie Scaccia – Eastern Illinois University

Rylan Dorsey – Trine University

Joseph Wright – Indiana University – Kokomo

Nathan Trimble – Oakland City University

Cameron Heaney – Indiana University – Kokomo

Luke Schieltz – Coe College

Luca Mendez – Berry University

Declan Jessee – Barber-Scotia College

Tristan Ruppert – University of Illinois (Academic)

Volleyball

Luciana Araujo – Central Methodist University
Landry Hall – University of St. Francis
Brielle Crose – McKendree University
Tuana Yuce – University of Illinois Springfield
Jessica Evans – Lyon University
Ashton Coleman – Eastern Illinois University (Academic)

Men's Basketball

Devon Woods – Menlo College
Samuel Hincapie – LeMoyne College
Johnny Jones – Queens University
Denym Leslie – Judson University
Brysen Bond – University of Sioux Falls
Joshua Bryant – Lake Eire College
Payton Weemer – Grand Valley State University
Feda Cukle – Judson University
Sean De Kovachich – Minot State University

Softball

Kynlee Griffith – Oregon State University
Kaylie Brake – Missouri Baptist University
Paige Collie –
Liz Enlow –
Noemye Letendre –
Karah Moore –
Adriana Yamakawa –

Women's Basketball

Sydney Richards – Eastern Illinois University
Charleece Davis – Park University
Audri Spencer – Chestnut Hill College
Kyla Bullington – University of Illinois (Academic)
Kaylee Niebrugge – Eastern Illinois University (Academic)
Kendra Young – Southern Illinois University Edwardsville (Academic)
Sydney Hakman – Southern Illinois University Edwardsville (Academic)
Mia Wade – Eastern Illinois University (Academic)

Clay and Target Shooting

Macie Weichman – Eastern Illinois University (Academic)

The Grants Office continues to stay quite busy, and changes in administration at the federal level have resulted in changes in priorities in grants and funding opportunities. While there are still many grant opportunities available, the competition for some grants has increased. For example, the Dollar General Literacy Foundation grant the College has accepted in prior years received 2,600 grant applications this year. They were forced to decline many meaningful grant projects, including Lake Land College's, simply because their funding is limited. The grants office is coordinated by Dr. Bethany Craig, Grants Writer & Coordinator, and works in tandem with Dr. Lynn Breer, Director of Institutional Research and Reporting.

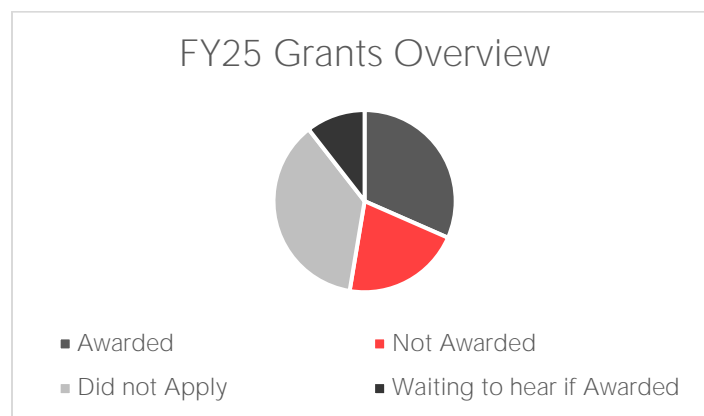
For this fiscal year, from July 2024 through June 2025:

- Twenty-four grant proposals were submitted to federal agencies, state agencies and private foundations.
- Twelve grants were awarded and four additional grants have been submitted but have not announced an award decision at this time.
- Fourteen grant opportunities were reviewed, but the College did not apply.
- Between June 2024 through June 2025, the College was awarded a total of \$1,242,626 in grant funding.

The Grants Office has also presented a Grant Writing 101 Workshop by request for a few in-district groups. Those groups include the Southeastern Illinois Community Foundation Nonprofit Executive Round Table for Executive Directors of nonprofit organizations, Effingham Public Library, and the Center for Business & Industry Community Education at Lake Land College.

Below is a pie graph that gives a summary of the grant proposals submitted this fiscal year. In addition, tables below the pie graph summarize the grants applied for and awarded, applied for and not awarded, and grant opportunities that were declined by the College. Explanations as to why specific grants were not pursued are also provided.

Thank you, as always, to faculty, staff, administration and the Board of Trustees for your continual support of grants to support important College projects.



FY25 Awarded Grant Proposals

Submission Deadline	Grantor/Project Name	Details and Activities	Requested	Status	Grant Type
August 2024	ICCB/PATH	Tutoring for students in allied health prioritized programs, tuition assistance to students upon satisfactory completion of semester, part time grant staff	\$370,539	Awarded	Competitive
August 2024	U.S. Department of Transportation (USDOT), Federal Motor Carrier Safety Administration (FMCSA) Commercial Motor Vehicle Operator Safety Training (CMVOST)	Pay for tuition and fees of CDL program for United States Armed Forces members and reservists and their family members as well as migrants and refugees	\$133,131	Awarded	Competitive
December 2024	John Ullrich Foundation *	Provide scholarships and instructional supplies and materials	Confidential	Awarded	Competitive
December 2024	ICCB Rev Up EV Round 3	Purchase Legacy electric vehicle (EV) go karts and curriculum, purchase EV higher voltage training curriculum as well as an EV fast charger	\$311,155	Awarded	Competitive
December 2024	ICCB Noncredit Workforce Training Initiative (NSAW)	Complete curriculum development to expand noncredit training courses, and offer additional noncredit training courses	\$103,660	Awarded	Competitive
January 2025	ICCB Taking Back the Trades Round 3	Purchase NC3 curriculum and equipment, send faculty to train the trainer instruction, complete Essential Workplace Skills (EWS) training, hire part-time staff to help with summer programs	\$90,108	Awarded	Competitive
January 2025	ICCB/Scaling and Assessing Developmental Education Reform Act Project	Identify or develop a reading diagnostic and reading workshop for students assessing into developmental reading courses, train faculty, host one-day summit on best practices in corequisite reading and writing, and encourage faculty to attend training	\$37,404	Awarded	Competitive
January 2025	ICCB/Mental Health Early Action on Campus Support Expansion	Send select College staff members to mental health training the trainer programs so they can be trained and return to campus to provide mental health first aid training to other faculty and staff. In addition, a Mental Health First Aid professional development	\$71,295	Awarded	Competitive

		training will be offered to faculty and staff across all disciplines.			
March 2025	NRA Foundation State Fund	Purchase ammunition for Lake Land College Clay Target Shooting Team	\$4,514	Awarded	Competitive
March 2025	IGEN Membership	Replace and upgrade parking and roadway lighting to LED lighting across campus	\$15,000	Awarded	Not Competitive
April 2025	ICCB/Dual Credit	Create Laker Connect program, create new Career and Technical (CTE) course offerings, provide professional development opportunities for dual credit instructors	\$104,320	Awarded	Competitive
May 2025	Rocky Mountain Elk Foundation	Purchase ammunition and other critical supplies for the team	\$1,500	Awarded	Competitive

* Some grant information has been withheld in order to respect the confidentiality of donors.

FY25 Grant Proposals applied for but did not receive

Submission Deadline	Grantor/Project Name	Details and Activities	Requested	Status	Grant Type
August 2024	Illinois Green Economy Network (IGEN) FY25 RERTF Funds	Solar awning and solar canopy for Effingham Technology Center, and upgrade main campus parking lot lighting to LED	\$600,000	Did not receive	Competitive
November 2024	Illinois Board of Higher Education (IBHE)	Purchase healthcare equipment for ETC nursing program; host dinner recruiting events across the district	\$78,937.52	Did not receive	Competitive
December 2024	ICCB FY25 Innovative Bridge and Transitions Program	Continue with RANGE engineering cohort activities	\$146,492	Did not receive	Competitive
January 2025	ICCB Expansion of ESL Services for Adult Education providers working with Asylees, Refugees and Migrants	Work in collaboration with Mattoon Public Library to expand capacity for English language services in order to assist more asylees, refugees and migrants who are living in the College district	\$7,624.28	Did not receive	Competitive
January 2025	ICCB Digital Instruction for Adult Education	Purchase supplies and materials for adult education program	\$44,200.06	Did not receive	Competitive
February 2025	ICCB Homelessness and Housing Insecurity Support Pilot Project	Purchase Single Stop federal database subscription, backpacks, toiletries for food pantry, and additional food	\$21,000	Did not receive	Competitive
February 2025	The Visibility Impact Fund	Support efforts for the Safe Zone Program as well as efforts to produce research on the program	\$2,500	Did not receive	Competitive
May 2025	Dollar General Literacy Foundation	Support efforts to educate English as a Second Language (ESL) adults through	\$10,000	Did not receive	Competitive

		pilot program with Mattoon Public Library			
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FY25 Grant proposals considered but did not apply

Submission Deadline	Grantor/Project Name	Details and Activities	Requested	Status	Grant Type
September 2024	Department of Education	Office of Postsecondary Education (OPE): Fund for the Improvement of Postsecondary Education (FIPSE): Tribal Controlled Colleges or Universities (TCCUs) Research and Development Infrastructure (RDI) Grant Program	\$2,000,000	Did not apply; grant supports tribal colleges and HBCU institutions only	Competitive
September 2024	Illinois Humanities Council General Operating Grant	Support for campus equity plan and/or poverty simulation project	\$10,000	Did not apply; grant applicants must have an annual budget of \$250,000 or less	Competitive
October 2024	Department of Labor	Strengthening Community Colleges Training Grant (Round 5)	\$1,500,000	Did not apply; College not positioned to apply for grant at this time	Competitive
October 2024	Illinois Humanities Council Foreground Rural Initiative grants	Support for campus equity plan and/or poverty simulation project	\$750	Did not apply; grant supports community agencies and community members only	Competitive
October 2024	National Science Foundation 24-584	Support Advanced Technological Association (ATE) projects at the College	\$475,000	Did not apply; created a committee to be eligible for this grant in the future	Competitive
December 2024	Illinois Department of Commerce and Economic Opportunity	Provide funding for eligible contractors to support the development of renewable energy and energy efficiency projects	\$250,000	Did not apply; the College is not considered an eligible contractor per the grant	Competitive

December 2024	Illinois Department of Transportation	Construction of electric vehicle charging stations along selected Illinois interstates	\$100,000	Did not apply; College is not within one mile of an established fuel corridor per grant requirements	Competitive
December 2024	Consolidated Communications Consolidated Connects	Provide funding for creative projects that emphasize creative student learning and promote critical thinking skills	\$1,000 to \$5,000	Did not apply; for K-12 schools only	Competitive
December 2024	USDA Community Facilities Direct Loan & Grant Program	Provides loan funding to develop community facilities in rural areas	Not Applicable	Did not apply; College does not want to participate in a loan program	Competitive
December 2024	Dept of Transportation/Garr ett A. Morgan Technology and Transportation Education	Address historical disparities in STEM education particularly among females by supporting innovative curriculum development, immersive learning experiences, and community engagement initiatives.	\$300,000	Did not apply; must be a local educational agency or state educational agency to apply	Competitive
February 2025	Illinois Commerce and Economic Development	Fund sidewalk construction and/or restoration	\$1 million	Did not apply; must be a municipality located in Cook County in order to apply	Competitive
March 2025	Illinois Commerce and Economic Development	Apprenticeship Expansion	\$200,000 to \$1 million	Did not apply; having conversation with DCEO	Competitive
March 2025	Illinois Commerce and Economic Development	Craft Apprenticeship program for employment in the electric industry	\$3 million	Did not apply; not able to provide statewide hub as grant requires	Competitive
May 2025	Jobs for the Future Apprenticeship	Help apprentices with financial struggles such as childcare and transportation	\$1,200 per apprentice	Did not apply; only apprentices themselves are eligible to apply for funds	Competitive

Strategic Planning FY 2023-2027

“Growing the Laker Advantage!”

Bi-Annual Report to the Board of Trustees

July 14, 2025



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:

July 2025

Dear College Community and Board of Trustees,

It is with deep appreciation that I share this strategic planning update as we close a significant chapter in our institutional journey and prepare to begin a new one. Over the past several years, our strategic plan—**Growing the Laker Advantage**—has served as a meaningful roadmap, guiding our collective efforts to advance student success, institutional and employee excellence, and community engagement.

Launched in 2021 and shaped through thoughtful input from students, faculty, staff, K-12 partners, and regional leaders, the FY 2023–2027 Strategic Plan reflected our shared mission to provide an accessible, affordable, and effective learning environment. With a focus on four strategic areas—teaching and learning; processes and student support; institutional and employee excellence; and partnerships—we advanced 108 projects, with 47 fully achieved, 47 integrated into departmental master plans, five identified for continuation within our new strategic direction, six thoughtfully sunset, and nine that are part of the Guided Pathways Strategic Enrollment Management Plan.

These outcomes reflect the dedication and innovation of the Lake Land College community. Our work has been further supported by enhanced data analytics, including the launch of the Data Digest web page and improved reporting of key performance indicators. I am especially grateful to our faculty and staff for ensuring that this plan remained a living, responsive framework aligned with our mission and values.

Looking ahead, I am pleased to share that the Lake Land College Board of Trustees has formally approved a new strategic priority direction for FY 2026 and beyond, while sunseting our current plan. This decision was informed by research in December 2024 of the impending enrollment and demographic cliff and the long-term implications for Lake Land College. This was followed by spring 2025 stakeholder focus group sessions in which we gathered valuable insight from approximately 100 students and employees that underscored the need for a more agile and student-centered planning approach. These discussions emphasized the value of educational flexibility, streamlined services, and enhanced support, especially as students increasingly balance work, family, and learning.

During the April 24, 2025, Board of Trustees Retreat, the Board and College Administration engaged in strategic dialogue regarding the summary results of the focus group sessions and we agreed that a bold, forward-looking direction is essential to ensuring the College continues to meet the educational and workforce needs of our communities and the students we serve for years to come. The new strategic plan will be guided by the newly adopted Board of Trustees' and President's motto and strategic priority statement:

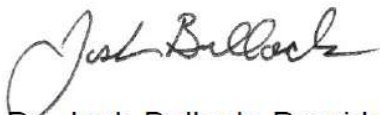
Motto: *Education That Fits Your Life*

Strategic Priority Statement: *Lake Land College will enable students to fit education within their active work and personal lives. We will streamline enrollment processes and technology, provide customer-centric schedules and learning options, and facilitate access to comprehensive support services.*

In the coming months, we will begin the work of shaping a unified and actionable vision for the years ahead. This process will include thoughtful engagement across the College community to ensure alignment with our mission, vision, and values, and our commitment to data-informed decision-making and clear accountability. We will also adopt a framework that utilizes a rolling planning model, allowing us to remain agile and responsive as student, workforce, and community needs evolve.

Thank you for your commitment to our students and Lake Land College. I look forward to our continued work together as we bring this new strategic vision to life and honor our enduring vision of engaging minds and changing lives through the power of learning.

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 name "Josh" and last name "Bullock" clearly legible.

Dr. Josh Bullock, President

KEY FOCUS AREAS

1. STUDENT EQUITY & SUCCESS - TEACHING & LEARNING
2. STUDENT EQUITY & SUCCESS – PROCESSES & STUDENT SUPPORT
3. INSTITUTIONAL & EMPLOYEE EXCELLENCE
4. PARTNERSHIPS TO ENHANCE STUDENT SUCCESS

HOW WILL THE COLLEGE MEASURE SUCCESS?

STUDENT EQUITY & SUCCESS

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

INSTITUTIONAL & EMPLOYEE EXCELLENCE

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

PARTNERSHIPS

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





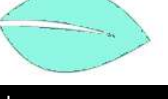





LAKE LAND COLLEGE 2023-2027 STRATEGIC PLAN MATRIX

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

FOCUS AREAS	1. STUDENT EQUITY & SUCCESS - TEACHING & LEARNING	2. STUDENT EQUITY & SUCCESS – PROCESSES & STUDENT SUPPORT	3. INSTITUTIONAL & EMPLOYEE EXCELLENCE	4. PARTNERSHIPS TO ENHANCE STUDENT SUCCESS
GOAL STATEMENTS	A. Provide effective and innovative instruction for traditional and non-traditional students. B. Offer programs, multiple modalities and flexible schedules that meet student and community demand for a 21 ST century workforce.	A. Improve retention, persistence and completion. B. Close equity gaps and support student access and affordability.	A. Invest strategically in personnel, facilities, technology and equipment. B. Support and engage employees through enhanced communication and inclusive practices.	A. Advance relationships among education, community and workforce partners to support job readiness, local industry and workforce development. B. Strengthen and continually support transfer options and career pathways.
PRIORITY OBJECTIVES	<ol 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. 	<ol 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. 	<ol 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. 	<ol 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

47		Achieved – Strategy development complete	Project has been completed
47		Initiative moved to Department Master Plan	Project will be moved and maintained on the department master plan
5		Initiative moved to New Strategic Plan	Project will be continued on new strategic plan
6		Abandoned	Project will not be continued
9		Guided Pathways Project	Project is associated with the Guided Pathways Strategic Enrollment Management Plan and is reported separately
Prior Report Statuses			
		Meeting progress target	Project is on target and continuing to see activity
		Hold	Project was not started as of the report.
		Future Project	Project is planned to be started in future years of the plan







Strategic Plan 2023-2027 - Projects

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

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

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

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Study the needs of working and non-traditional learners and develop relevant learning solutions and delivery modalities.			
Identify opportunities for hybrid programs for technical training and implement hybrid and open lab models.	Michael Beavers		    <p>Initiative moved to Departmental Master Plan</p>
<p>Progress update Summer 2025: This is in progress, and still ongoing. The Open lab classes were offered for the first time this Spring 2025 semester and will be expanded in Fall of '25 and Spring of '26. The technology side of the business and technology department also envision offering more off-campus classes that will take the college to communities that lie on our borders and to population groups that have traditionally not attended Lake Land College classes in significant numbers.</p>			
Enable more Hybrid-Flexible or HyFlex courses for students.	David Stewart		  <p>Achieved – strategy development complete</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 			

Identify opportunities for incumbent worker training.

Bonnie Moore



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

New Industry Partnerships and Technical Training: CBI has successfully developed partnerships with five new industry partners for manufacturing lab training: Anamet, Mattoon Precision, Conagra, Mars Petcare, and 3Z Printing. These partnerships have resulted in diverse program enrollments including maintenance assessments, Applied Industrial Electricity courses, and collaborative development of a new robotics curriculum.

Leadership Development Expansion: We've launched a new leadership series targeting executive-level professionals. Current participants include Stevens Industries (expanding their relationship with us into leadership development) and JustRite Manufacturing, demonstrating strong industry interest in professional development opportunities.

Future Programming: For FY 2026, CBI will implement an open enrollment schedule for technical training and expand our offerings to include both online and in-person career and professional development programs.

Create cross-discipline learning communities.

Matthew Landrus



Achieved - Strategy development complete

Progress update Summer 2025:

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



Initiative moved to New Strategic Plan

Progress update Summer 2025:

Initial work has just begun on this initiative. It will be included on departmental master plan and included in the new strategic plan.

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



Progress update Summer 2025:

- 1) Curriculum Development: After passing the Automated Specialist I CBE (CRT.AS1.CBE) and Automated Specialist II CBE (CRT.AS2.CBE) competency-based education (CBE) programs in December 2025, the ICCB passed these programs in March 2025. Additionally, the consultant guided us to create a CBE version of the Applied Engineering Technology AAS (AAS.AET.CBE) program, which was approved through the Curriculum Committee in May and sent immediately to ICCB. We are waiting for the AAS.AET.CBE approval from ICCB and IBHE in June. The CBE consultant has been working with key staff at the college (e.g., program coordinator/instructors, financial aid, data analytics, curriculum, and assessment) to finish the Higher Learning Commission (HLC) application for all three CBE programs at once. We have created a deadline of July 2025 for turning in the HLC application. Although the original program readiness date was Fall 2025, a more realistic date for all approvals is Spring 2026 or Fall 2026 at the latest.
- 2) Policy Development: In March, the CBE working group addressed potential barriers and challenges for the CBE program with a CBE consultant, who helped prioritize policy revisions – 06.48 Final Exams, 07.05 Course Placement by Assessment, 07.17 Grading System, 07.17.01 Incomplete Grade, and 07.21 Credit Hour – which were approved through the Board of Trustees in May. These changes will be included in the HLC application.
- 3) Assessment Mapping and Curricular Alignment: As part of the HLC application process, assessment mapping and curricular alignment processes have been guiding the continuous improvement cycles for our traditional and future CBE projects.
- 4) Future Programs in Progress: In Fall 2025, a CBE welding curricula will be presented to the Curriculum Committee, including the Basic Welding Technology CBE (NDP.BWEL.CBE), Welding Technology CBE (CRT.WEL.CBE), Advanced Welding CBE (CRT.AWEL.CBE), and Welding (AAS.WEL) programs.

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



Initiative moved to New Strategic Plan

Progress update Summer 2025:

Throughout the year, the committee laid the groundwork for the official launch of the HyFlex pilot, leveraging two years of research, cross-departmental collaboration, and early modality trials in HIS and SFS. Key partnerships with Adult Ed, Workforce, TRiO, Student Life, and Dual Credit helped shape the pilot's design to support a wide range of learners. The team developed supporting tools, such as a faculty guide, survey instruments, Canvas updates, and Navigate-based student communication, while also establishing a newly defined course-type framework to align institutional operations, billing, and marketing. With interdisciplinary course offerings scheduled for fall 2025 on the Mattoon and Effingham campuses—and plans to expand to additional locations in spring 2026—the pilot includes planned data touchpoints for continuous evaluation. A USDA DLT grant has been submitted to support sustainability, with full institutional rollout targeted for fall 2026.

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



Achieved - Strategy development complete

Progress update Summer 2025:

Creating the group and having a general plan in place are both complete. Next steps would be to continue to educate our staff and faculty about accessibility as well as create a clear process where students, faculty, staff, and our community can easily indicate digital accessibility issues. While they can still file a formal complaint with either HR (for our employees) or through the student complaint process, it would be a good idea to make it clear where digital accessibility complaints/issues can be addressed.

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











Achieved - Strategy development complete

Progress update Summer 2025:

The task force began meeting in September 2024. The policy change was presented to the board of trustees in spring 2025 and the board asked for some changes that were taken back to the task force reviewed and changes were made and returned back to the board for approval.

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.		
Complete Curriculum Mapping to show competencies, employability skills including technical and soft skills to showcase student learning mastery.	Ike Nwosu	    Initiative moved to New Strategic Plan
<p>Progress update Summer 2025:</p> <p>The Faculty Assessment Liaison, Coordinator of Curriculum Development, Director of Data Analytics, and the Data Analyst and Assessment Coordinator recently attended a seminar series hosted by the Higher Learning Commission (HLC). During this seminar, the Laker Learning Competencies were reviewed and subsequently refined and simplified in alignment with recommendations from the HLC presentation team. Course Information Forms are currently being updated to reflect the most recent course learning outcomes and to indicate which Laker Learning Competencies will be assessed in each course. Additionally, curriculum mapping is underway in HelioCampus. A pilot group of faculty will begin using HelioCampus for assessment during the late summer and fall terms.</p>		
Engage professional advisory groups at each of the extension centers.	Jerome Tkachuk	    Initiative moved to Departmental Master Plan
<p>Progress update Summer 2025:</p> <p>We have held multiple meetings with the Pana school district regarding adding STEM programming for their middle school students. At this time, the project is on hold while the college and the district work on finding instructors and instructional time to move forward. It is hoped that we will launch the program in Spring, 2026 and then expand the program beyond Pana, possibly as distant as Marshall. This initiative, therefore, is in progress.</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



Abandoned

Progress update Summer 2025:

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”.

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

Chris Strohl






Initiative moved to Departmental Master Plan

Progress update Summer 2025:

The adult education programs continue to find new ways to serve individuals with low reading scores. Our focus has been with the students enrolled in our GED or ESL programming to increase their reading comprehension. The academic side has made movement on reading coursework to eliminate developmental education.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Enhance and streamline program development and curriculum processes to be responsive to workforce needs.		
<p>Conduct DACUMs on a rotational basis for all CTE programs.</p> <p>Progress update Summer 2025: The Director of Institutional Research will continue to work with the VPAS to develop a plan. DACUMs will continue to be offered to program coordinators on an ongoing basis.</p>	Lynn Breer	 <p>Initiative moved to Departmental Master Plan</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 Summer 2025: Identifying ways to increase the effectiveness and utility of the PIE process is currently done on an annual basis. Every year changes to the PIE report and process are identified and implemented to benefit program coordinators and students. As the PIE report and process continues over time, the PIE process will continue to evolve and the process and reporting will be extended to include other programs and departments.</p>	Lynn Breer	 <p>Initiative moved to Departmental Master Plan</p>
<p>Strengthen the STEM Workforce Pipeline for the College District.</p> <p>Progress update 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. 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.</p>	Ike Nwosu	 <p>Achieved – strategy development complete</p>

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



Initiative moved to Departmental Master Plan




Progress update Summer 2025:

Program Recovery and Growth: After addressing the apprenticeship coordinator vacancy (October 2024 – March 2025), we've resumed full operations and are actively developing multiple new programs scheduled to launch Fall 2025:

- CR Neff (HVAC) partnership with LIFT
- Three new positions with Flex N Gate
- Two positions with Stevens Industries
- Three positions with Lincoln Health Care Group
- One position with F & C Concrete

Strategic Expansion: Moving forward, we're developing Lake Land College-sponsored apprenticeship programs in Building Construction Trades and Welding, which will strengthen our direct program offerings.



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





Strategic Project Description	Project Leader	Status Options
Action Plan: Evaluate and enhance multiple measures placement.		
Assess the impact of multiple measures.	Ed Thomas	 Initiative moved to Departmental Master Plan
Progress update Summer 2025: We are implementing our updated RDG offering to better serve our students (saving them money, time, and providing a better RDG model). We begin the hiring process for a Developmental RDG/ENG/IEL instructor during Summer 2025. Multiple measures efficacy and utilization is an ongoing conversation at the Developmental Education Committee meetings. As our data becomes deeper and more accessible via Tableau, we will probe disaggregated results and circle that information back to inform our application of multiple measures for placement.		
Action Plan: Expand and create additional pathways for students to accelerate through remedial education or course work.		
Explore developmental reading and adult education courses to provide students with additional opportunities to increase reading comprehension.	Chris Strohl	 Initiative moved to Departmental Master Plan
Progress update Summer 2025: 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. 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%.		
Expand and streamline co-requisite models.	Bambi Jones	 Achieved – strategy development complete
Progress update 2023: MAT-129 College Algebra Pathways became live in Fall 2023.		

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

- A. Improve retention, persistence and completion.
- B. Close equity gaps and support student access and affordability.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Remove technology barriers for current and potential students.		
Study which technology tools our area high school students have experienced and bridge to the College's technology tools where appropriate.	David Stewart	 Achieved - Strategy development complete
<p>Progress update Summer 2025:</p> <p>After surveying over 120 high school coordinators, the ISS team analyzed varying technology usage— most of the respondents indicated primary use of Google-based platforms (Docs, Slides, Classroom) compared to the College's systems (Microsoft Office, Canvas, VMWare, etc.) In response, we updated knowledge base articles and enhanced the Help Desk's training scripts to anticipate common tech confusion among new high school grads.</p>		
Enhance marketing to the district the available technology tools such as free laptop rentals available to potential students.	David Stewart	 Achieved - Strategy development complete
<p>Progress update Summer 2025:</p> <p>ISS created a new website to market and provide information about the Lake Land College Loaner Laptop Program. 160 Laptops and 26 Chromebooks were checked out at the Library for the Spring 2025 term.</p> <p>https://hub.lakelandcollege.edu/pages/lake-land-college-loaner-laptop-program</p>		

<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>	James Westendorf	 <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>	Pam Hartke	 <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>	Tony Sharp	 <p>Achieved – strategy development complete</p>
<p>Offer digital literacy course options for any student.</p> <p>Progress update Summer 2025: '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 digital literacy into the classroom to assist students. The use of Burlington English has helped our ELL students computer literacy skills.</p>	Christine Strohl	 <p>Achieved - Strategy development complete</p>

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

Refer to GPSEM Plan

Jennifer Melton



Guided Pathways Project

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

Strategic Project Description

Project Leader

Status Options

Action Plan: Develop a multi-year SEM plan based on the Guided Pathways Model which follows the same cycle as the College-wide Strategic Plan and includes goals and objectives that address recruitment, retention, and completion.

The GPSEM plan will be communicated effectively across campus and to key stakeholders based on an intentional communication plan and timeline. Refer to GPSEM Plan.

Pam Hartke



Guided Pathways Project

Focus area working teams within the larger GPSEM Team will develop action plans to operationalize the GPSEM plan over the strategic planning cycle. Refer to GPSEM plan.

Pam Hartke



Guided Pathways Project

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

Strategic Project Description

Project Leader

Status Options

Action Plan: Strengthen integration of data analytics to rapidly identify at risk students.

Create KPI's for different student populations and identify DEI categories and other risk factors to better predict the success of students and for the need of modified advisement or additional instruction or support.

Lisa Cole



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

KPI's for at risk students will be included on the departmental master plan for the data analytics office. Continuing to find a predictive way to identify students at risk and reporting them to faculty and advisors will always be a priority.

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

Implement an academic and student services tracking system that enhances use of EAB Navigate.

Heather Nohren



Guided Pathways Project

Focus on improved retention by attending ACUE classes on retention strategies, and creating division wide retention strategies.

Michael Beavers



Abandoned

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).

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

Strategic Project Description

Project Leader

Status Options

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

Benchmarking by researching and identifying mental health best practices of similar community colleges in Illinois.

Ellie Haskett



Achieved - Strategy development complete

Progress update Summer 2025:

Lake Land College's Wellness Center is committed to the continuous exploration of mental health best practices and the implementation of innovative programs and initiatives that support student well-being and success. While the college will continue to seek and adopt best practices, improve internal processes, and initiate new programming, benchmarking efforts have been completed through a variety of methods, including:

1. Student Feedback and Resource Awareness

Student surveys are conducted regularly to assess the accessibility and awareness of mental health and well-being resources.

- Critical data is gathered to identify student needs such as housing, food insecurity, mental health services, and crisis intervention.
- Data helps improve communication strategies, enhance the visibility of services, and better align support with student needs.
- The college uses EAB Navigate to monitor service usage trends and inform resource allocation.

2. External Partnerships and Technical Assistance

- Collaboration with National Organizations: The college partners with national mental health organizations such as the JED Foundation, Active Minds, the National Association for Behavioral Intervention and Threat Assessment, and the National Council for Mental Wellbeing.
- Partnership Goals:
 - Build institutional capacity for mental health services.
 - Implement evidence-based practices.
 - Evaluate the effectiveness of mental health programs.
 - Consult on suicide prevention, stigma reduction, and awareness campaigns.
 - Support student-led mental health initiatives to strengthen peer engagement and support networks.

3. Collaboration with Peer Colleges

- Lake Land College partners with other Illinois community colleges, including Parkland, Illinois Eastern, and John A. Logan, to benchmark services to ensure we are in alignment with best practices and to collaborate on possible initiatives that support the Mental Health Early Action legislation.
- Key Outcomes:
 - Launched TalkCampus, a 24/7 virtual peer support program.
 - Certified four staff members as Mental Health First Aid (MHFA) trainers, who are now training faculty and staff.
 - Provided free access to the *Calm* app for students and employees.
 - Expanded access to Narcan on campus to address substance-related crises.

4. Continued Learning and Professional Engagement

- Representatives from Lake Land College have participated in the Mental Health on College Campuses Conference, advancing professional development in student mental health support.
- Behavioral Intervention Team: The college's Behavioral Intervention and Threat Management Team has achieved certification in risk assessment, crisis intervention, and threat management, contributing to the safety and overall well-being of the campus community.

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

Refer to GPSEM Plan

Jennifer Melton



Guided Pathways Project

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

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

Christine Strohl



Achieved – strategy development complete

Progress update 2024:

The College Community Services Awareness Taskforce has become a standing committee! The committee is meeting and helping to provide internal and external stakeholder with the information needed to make good referrals for students. Events we have participated in include:

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

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. She replaced the VPSS in this role. As outlined in the law, the Benefits Navigator duties are being done within the position, titled the Student Wellness Specialist. This employee meets with students and helps them connect with much-needed wrap-around services on campus and in the community.

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 Summer 2025: In part, this initiative is paused while we acquire a new recruitment platform. However, working with other departments, we have managed to implement some specific guidelines around which platforms are used for current students and which platforms are used for prospective students. For prospective students, we have isolated the platform use to Mongoose Cadence. Through leveraging this single platform, we are able to coordinate efforts with other departments as well as focus efforts on metrics. One of the new metrics for satisfaction is conversation completion. By reviewing the tone of the conversation and how it was handled, we can establish an anticipated path for that prospective student and help to better guide them along it. Our focus on the Mongoose cadence platform has also allowed us to identify key trending topics and use them in automated messages moving forward, taking real-time data and using it to plan ahead.</p>	Peighton Hinote	 <p>Initiative moved to Departmental Master Plan</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 Summer 2025: Communication with current students has been mostly established through means of Navigate and our Laker HUB platforms. While the transition is slightly clunky and still in progress, the master register communications have all been successfully adapted to be communicated via both platforms. Through working with multiple departments on campus, we've managed to identify opportunities to reduce texting and increase Hub notifications. From this, we anticipate fewer student opt-outs and greater student participation. As students become more familiar with the Hub, we will move more communication into that platform and use texting for the most timely, important information.</p>	Peighton Hinote	 <p>Initiative moved to Departmental Master Plan</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.

Faisal Tariq



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

The board of trustees approved an increase of the service fee by \$1.33 to \$29.00 per credit hour for the upcoming Summer 2025, Fall 2025 and Spring 2026 terms. This increase will help align the College with industry shifts toward digital resources versus printed textbooks. With the current system, many students are charged a digital content fee following the 10th day of a new semester. With the service fee increase, we will eliminate that digital content fee completely in favor of a more upfront and transparent digital access fee.

Action Plan: Optimize scheduling of student activities.

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

Emily Ramage



Abandoned

Progress update Summer 2025:

Initiative has not yet begun. It will be evaluated and included in the new strategic plan or moved to the department master plan.

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



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Adult Education Transition Coordinators continue to support students with future endeavors including transitioning to college courses. Director and staff have met continuously with multiple LLC departments to create partnerships and initiatives to support AE students and gauge their interests in continuing at LLC. For example, there have been multiple meetings with Admissions, Counseling, Testing and Tutoring, LLC Administration and individual departments.



Refer to GPSEM Plan

Pam Hartke





Guided Pathways Project

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Create a DEIB framework that aligns with ICCB and IBHE guidance to integrate into all aspects of the College.		
<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 Summer 2025: We received feedback from ICCB/OCCRL regarding our Equity Plan and are currently reassessing the goals within the Plan to encompass the recommendations.</p>	<p>Jamie Corda-Hadjaoui</p>	 <p>Initiative moved to Departmental Master Plan</p>
<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 Summer 2025: The <i>Equity Plan 2025 Update</i> on Lake Land College's progress and priorities related to diversity, equity, inclusion, and belonging (DEIB): Short-term (1-year) goals focus on removing barriers in admissions, improving first-year student experiences, supporting study habits, and ensuring inclusive curriculum and classroom materials. The college is also working to improve accessibility, and adapt to evolving dual credit policies. Mid-term (5-year) goals include support for nontraditional students, digital access training, outreach to high school students not pursuing college, expanded summer programs, and retention of marginalized student populations. Long-term (indefinite) goals address ongoing challenges such as transportation and childcare. Several initiatives have already been completed, including mandatory DEIB training for employees, expanded tutoring services, and the adoption of an Indigenous Land Acknowledgment. Current challenges or change-agents to our progress include: questions regarding audit responsibilities, leadership coordination in the absence of a Vice President for Student Services, goal prioritization, and emerging federal challenges that may impact implementation.</p>	<p>Kimberly Hunter</p>	 <p>Initiative moved to Departmental Master Plan</p>

Objective 8: Engage unserved and underserved populations.

Strategic Project Description	Project Leader	Status Options
Action Plan: Study the needs of those high school students electing not to attend post-secondary education and develop a plan to engage them in higher education.		
<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 Summer 2025: There are several tools or frameworks that exist or are emerging that will identify students who are “not attending any higher education institution” after high school. However, most of the systems are reactive and only tell you who did or did not enroll, rather than predicting who might not enroll. Some school districts, states, and educational partners use predictive analytics platforms that look at high school academic data, behavioral indicators and demographics and socioeconomic status to generate risk profiles and flag students who are unlikely to enroll in postsecondary education without intervention. The challenge is that with FERPA and state privacy laws, there are data sharing restrictions, and not to mention that K-12, higher education, and workforce data systems are often fragmented.</p> <p>At this time, I ask that we abandon this initiative. I know there may be opportunities to partner or collaborate with local school districts to pilot predictive outreach tools, but I feel that more research needs to be done to identify the best platform to utilize.</p>	Pamela Hartke	 <p>Abandoned</p>
<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>	Lynn Breer	 <p>Achieved – strategy development complete</p>

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/
Pam Hartke



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Over the past few years, the Recruitment & Enrollment Management department, as well as the MPR department, have worked together to audit the current recruiting and marketing efforts of non-traditional students. The audit included looking at the marketing materials and messaging, outreach channels, internal practices and enrollment data. The results identified gaps in effectiveness that may include limited personalized follow-up with adult learners, messaging that emphasizes traditional student experiences rather than adult priorities, lack of adult-specific data tracking for recruitment and retention outcomes, and underdeveloped relationships with employers and community-based organizations.

The process of implementing strategies has slowed since the Enrollment Specialist- Adult, Non-traditional recruiter left the college in February 2025. Prior to them leaving, adult-centric marketing materials were developed, and they were in the process of refining marketing campaigns. There are a lot of strategies that have been discussed, and how we can work on implementing them once the position is filled. Discussed strategies included strengthening community and employer partnerships, streamlining onboarding with clear step-by-step guides tailored to adult students, providing support services that adults need and at the time they can utilize them, and expanding flexible learning options. With the foreseeable decline in enrollment, it is important that we continue to work on implementing strategies to increase enrollment of adult and non-traditional students. Therefore, we will be moving this strategy to the Recruitment & Enrollment Management's Master Plan.

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



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

The College has implemented several initiatives aimed at re-engaging stop-out students—those who have paused their education before completing a credential. These efforts focus on reducing barriers, enhancing support systems, and fostering a welcoming campus environment. Some of the identifying initiatives are the elimination of the developmental math courses, utilization of technology platforms like Mongoose and CollegeAPP and creating and maintaining many articulation agreements and pathways with other universities and colleges. To build upon these initiatives and further support stop-out students the College is utilizing data analytics to identify and reach out to former students who are close to completing their degrees.

The process of identifying and reaching out to stop-out students is an ongoing process that needs to be done on a semester/yearly basis and therefore, we will be moving it to the Recruitment & Enrollment Management's Master Plan.

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/ Dustyn Fatheree



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Lake Land's Adult Education Department continues to interact with employers to offer ESL classes. This most recent semester, CHI and GPI had workplace ESL classes held for the full academic year. Adult Education continues to refine curriculum and work with employers to ensure students are learning practical information.

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
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 Summer 2025: An SBAR template for Word, PowerPoint and Email has been created and saved on the shared drive. I gave an informational presentation at a staff meeting. There is a slow adoption to the format.</p>	Kelly Allee	<div> <div>FY23</div> <div>FY24</div> <div>FY25</div> <div>Final</div> </div> <p>Achieved - Strategy development complete</p>

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



Achieved – strategy development complete

Progress update Summer 2025:

Following a thorough review the of 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, including:

1. The “Leave Your Voice Employee Suggestion/Solution Box” campaign was successfully launched with the 2024/2025 academic year and numerous employees used this tool to submit ideas for improvement. 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.) Yellow light suggestions for implementation FY 2025 or later:

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

~~FY23~~

~~FY24~~

~~FY25~~

Final

Achieved - Strategy development complete

Progress update Summer 2025:

Frequent training topics presented during monthly Supervisor meetings. Implemented a training module in NEOED with over 150 course offerings on topics organized into categories such as Business Skills, DEIB, Employee Relations, Health & Safety, Leadership & Management, Personal Growth, and Professional Development. Offerings promoted via email, the Laker Low Down, and monthly staff meetings.

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

Chris Uphoff Nees

~~FY23~~

~~FY24~~

~~FY25~~

Final

Achieved - Strategy development complete

Progress update Summer 2025:

A job analysis tool was created and presented to Supervisors in April 2025.

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

Chris Uphoff Nees

~~FY23~~

~~FY24~~

~~FY25~~

Final

Achieved - Strategy development complete

Progress update Summer 2025:

A professional growth guide was made available to all staff in December 2024 to assist an employee in finding a variety of learning opportunities available. A learning plan of online courses focused on each of the Lake Land College values was created in NEOED and allowed employees to self-enroll. The NEOED course catalog includes a category of courses tagged as Diversity, Equity, Inclusion, & Belong (DEIB) to assist learners to find courses that focus on belonging.

Enhance the onboarding process by establishing and operationalizing a mentorship program for new employees and newly promoted employees, providing a pathway to internal promotion.

Dustha Wahls



Achieved - Strategy development complete

Progress update Summer 2025:

AY25 saw the implementation of the College's mentorship program.

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

Conduct an initial college climate assessment

Lynn Breer

FY23

Achieved – strategy development complete

Progress update 2023:

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

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

Lynn Breer



Achieved - Strategy development complete

Progress update Summer 2025:

The College conducted an initial climate assessment in spring 2023 and a bi-annual follow up in spring 2025. The College will continue to implement a College climate assessment every two years with employees.

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



Abandoned

Progress update Spring 2025:

The Strategic Planning Committee, in conjunction with efforts from the Employee Engagement, Communication and Inclusion Task Force, have spent the past three years promoting understanding and awareness of the College's current values and value statements. This has been done through inclusion of the values in the College's Mission, Vision and Values Growth Tree Graphic and various engaging employee activities (e.g., Opening Day) to help more employees see how their respective roles connect with the values. We have completed two years of a pilot program in which any employee could recognize another employee for displaying a college value through the "Leave Your Mark" campaign, and this has proven to be a very popular program, with numerous submissions each academic year. During the spring 2025 semester we held a campaign in which employees could request a pin or button to wear to display the value or values they most connect to in terms of their respective roles.

In February 2025 the Cabinet made the decision to abandon further reviewing the value statements given all of the recent efforts to reconnect with our mission, vision and values. This decision was also based upon the fact that the original idea was to review the value statements through the lens of DEIB once the College's Equity Plan had been further developed. Furthermore, we received feedback from the state regarding the importance of the Equity Plan to be focused on student successful outcomes (not employee issues). We also want to prioritize focus, energy and resources for the College's new strategic priority beginning with the fall 2025 semester.

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 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 its project for new name tags that include pronoun designation. In addition, the lanyards 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.

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

Dustha Wahls



Achieved – strategy development complete

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.

Develop materials to enhance employee appreciation efforts (e.g., Helping Hand Cards, Thank You Cards, "Feather Grams")

Kelly Allee



Achieved – strategy development complete

Progress update Summer 2025:

These materials are available through the Storefront. In addition, we created new business cards and nametags with pronoun options, individual lanyards and years of service and alumni pins.

Enhance opportunities to recognize staff for their positive contributions to the Lake Land educational experience.

Dustha Wahls






Achieved – strategy development complete

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.

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 Summer 2025: Plans are in place to convert to a cloud-based Tableau instance that will allow for more AI integrated functioning. Interactive dashboards have been implemented this year for the enrollment initiatives and will be further implemented this year as the conversion to the cloud happens.</p>	Lisa Cole	 <p>Initiative moved to Departmental Master Plan</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 Summer 2025: Data Management module is incorporated into the TableauPlus platform and as the full conversion happens this will be incorporated.</p>	Lisa Cole	 <p>Initiative moved to Departmental Master Plan</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



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Dashboards have been added to the public facing Data Digest. Research will be conducted to make these more searchable on web searches with the new website upgrade. KPI's should be an ongoing constantly updating process. This will be a goal in the Data Analytics Master Plan going forward.

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



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Work is still continuing on improving assessment. The two original committees for assessment have been sunset and a new committee called Learning Excellence Committee has been established to Foster a culture of learning excellence driven by innovation and continuous improvement through the integration of promising practices in instruction and assessment across the curriculum. Laker Learning Competencies have been established for the general education assessment. The College feels these competencies should not only be assessed for general education course but also CTE. Course learning outcomes have been updated and curriculum mapping is currently happening. The pilot group of faculty will begin assessing this Summer/Fall.

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



Achieved - Strategy development complete

Progress update Summer 2025:

The Laker Learning Competencies have been finalized. Rubrics have been created for each and training has started in using these rubrics. The Faculty Assessment Liaison will continue to work with faculty and establish a review process.

ICCB Program Review enhancements implementing ICCB Recognition recommendations.

Lynn Breer



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

ICCB Program Review has been integrated into the PIE process.

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

Lisa Shumard-Shelton



Moved to Departmental Master Plan

Progress update Summer 2025:

Progress continues toward the development and implementation of a co-curricular assessment plan at Lake Land College. This initiative remains an important component of the College's broader assessment efforts, and its significance was reinforced during the Higher Learning Commission (HLC) review this spring, where co-curricular assessment was included on the agenda and discussed in detail.

In 2023, the Assessment Committee successfully defined what constitutes co-curricular activities at Lake Land College. According to the College's definition, co-curricular activities are college-sponsored learning opportunities that enhance a student's academic experience and are aligned with General Education student learning outcomes.

To qualify as co-curricular, an activity must meet all the following criteria:

- Is the activity college-sponsored?
- Is student learning expected as part of the activity?
- Is the expected learning aligned with a General Education Outcome?

- Can the activity reasonably be assessed by LLC faculty/staff?

In 2024, we identified areas across the College that either need to modify their current assessment practices or begin assessing co-curricular outcomes. This work has been completed collaboratively through the Assessment Committee with input from both Academic and Student Services leadership. As a result, individual departments and units that sponsor co-curricular activities will now be responsible for assessing their own areas, with guidance and support provided by the Assessment Coordinator and the Committee. This distributed approach ensures broad engagement and accountability in the assessment process and is now in effect for the current year.

In 2025, meetings will continue to review the plan, evaluate current progress, and ensure that ongoing efforts are strategically coordinated.

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



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Narrative: Initially, the Business Operations AI Task Force:

Four members of the Business Operations AI Task Force attended and completed Info-Tech's AI Workforce Development Program, which had the following learning objectives:

1. Introduction to AI
 - a. Distinguish between sensationalized and practical AI uses for today's organizations.
 - b. Compare and contrast Machine Learning, Artificial Intelligence, Generative AI.
 - c. Explain how AI solves different types of problems.
 - d. Compare and contrast different AI accelerators.
 - e. Analyze how data can be used to configure and optimize AI models and applications.
 - f. Describe the benefits and challenges of LLMs.

2. AI Use Cases Across Industries

- a. Trace the origins and evolution of AI from its inception to the present day.
- b. Identify common AI use cases and explain how organization across various industries have implemented them.

3. AI Technology

- a. Explore the extend, build, and buy options for implementing AI solutions in your organization.
- b. Evaluate the quality and accuracy of a live LLM.






As part of our FY25 goals, the Business Operations AI Task Force:

- 1. Established guidelines and best practices document for the ethical use of AI, ensuring transparency, accountability, and fairness in all AI-related initiatives and applications within the college.
- 2. Established a safe infrastructure and tools for AI testing and production usage. Approved ChatGPT, Microsoft CoPilot, and Grammarly or AI usage.
- 3. Integrated AI language into existing policies.
 - a. Created an Artificial Intelligence (AI) Policy (11.15.01)
 - b. Updated the Acceptable Technology Use Policy (11.15) to include statements about AI

Additionally, the Business Operations AI Task Force:

- 1. Created an AI Use Case Knowledge Base for faculty and staff to share information about how they are using AI.
- 2. Created an AI Portal which is a centralized digital hub for faculty, and staff to explore, learn, and collaborate on Artificial Intelligence initiatives. The portal provides access to AI-related resources, courses, and training opportunities, fostering a culture of innovation and academic excellence.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Update and operationalize Master Facilities Planning Document with Campus Architect		
Conduct feasibility analysis on all existing campus buildings and develop a remodel/repair schedule based on most significant need.	Jeremy Moore	 Achieved – strategy development complete
Progress update 2023: A ten-year Master Facilities Plan was completed in the Spring of 2023 after extensive work and review with the College's architect of record and garnering significant feedback from the college community.		
Action Plan: Create and operationalize a long term landscaping plan with Campus landscape architect.		
The Campus landscaping is dated and overgrown in some places. The College plans to work with a Landscape architect to create and act on a long-term master landscape plan that will serve as a guide to rejuvenate and renovate the landscaping.	Jeremy Moore	    Initiative moved to Departmental Master Plan
Progress update Summer 2025: Phase 1 of our campus Landscape Appearance plan was completed in Aug 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 still pending IDOT approval of new entrance #3 off of highway 45. New possible project start time is Spring '26.		

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



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Work on the Master Equipment Plan has been incremental. Work over the last year was focused on reviewing our current reporting equipment systems. A key next step is identifying a reliable, centralized software platform that can house all of our equipment data. Until that's in place, we'll continue using our existing structures to keep things consistent. The goal is to find a solution that not only fits our needs but is also user-friendly and sustainable long-term. We're also keeping an eye on staff familiarity and training so that once the system is selected, we're ready for a smooth rollout.

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 Summer 2025:

After initial focus on front-line Supervisors, utilization was expanded to Administrators, Faculty, Support, and Part-time employees. This expansion was achieved through in-person standard courses: "5 Choices to Extraordinary Productivity," "6 Critical Practices for Leading a Team," "7 Habits of Highly Effective People," "Fundamental Beliefs of Trust & Inspire Leaders," and "Change: How to Turn Uncertainty Into Opportunity." A custom in person course, "Growing Your Leadership" utilized Franklin Covey resources to develop skills of non-supervisory staff.

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



Achieved – strategy development complete

Progress update Summer 2025:

Employees can list their career goals on their employee evaluation. We also created a professional growth guide to assist in identifying training opportunities.

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












Initiative moved to Departmental Master Plan




Progress update Summer 2025:

Lake Land College submitted a grant application for United States Department of Agriculture Distance Learning and Telemedicine Grant Program. The purpose is to implement a Distance Learning Expansion Project (DLEP) to connect Lake Land College to the specific off-campus locations with the new Effingham Technology Center, as well as to upgrade technology at the Eastern Regional Center in Marshall and Western Regional Center in Pana for synchronous learning opportunities using high-definition video and audio-conferencing capabilities, with an overall goal to provide flexibility for adult students to connect to Lake Land College courses. We will not know if we are approved for this funding until fall 2025.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Develop a comprehensive employee attraction and retention plan		
Assess and implement flexible work alternatives, including the Flex Work Pilot.	Dustha Wahls	  Achieved – strategy development complete
Progress update 2024: In April 2024, the Board approved the Flex Work within the College's policy for Work Week. The guidelines remain in the S drive and can be updated as the College needs.		
Research market practices and trends in wages and benefits for full and part time staff.	Dustha Wahls	    Moved to Departmental Master Plan
Progress update Summer 2025 : Continued research on an annual basis on the salary schedule and employee benefit plans.		
Proactively market the overall benefits of Lake Land College employment.	Dustha Wahls	   Achieved – strategy development complete
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 then we previously had.		

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Establish departmental and divisional master plans.		
Develop and disseminate a template for departmental and divisional master planning and train leaders on its usage.	Jean Anne Highland	 Achieved – strategy development complete
<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>		
Action Plan: Expand mechanisms for fostering innovation and continuous improvement.		
Develop and promote mechanisms to recognize and reward innovation and continuous improvement throughout the College.	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

Kelly Allee



Achieved - Strategy development complete

2. Develop Individual Program Marketing Pages that will include a video, faculty spotlight, alumni spotlight and the hands-on opportunities from the program

3. Continue to produce videos

5. Continue to analyze data to determine best practices for content on each of the college's 8 social media platforms and the college community's 34 accounts that we monitor.

6. Raise awareness of the eight social media platforms throughout the college community.

7. Determine a means to connect more frequently with faculty to capture video moments and/or empower them to do so on their own social media accounts.

8. Complete a College Website Redesign

Progress update Summer 2025:

We created Area of Study videos. We continue to create PACE – career-focused videos highlighting student testimonials and career choices that high schools can use. We have completed the individual program marketing web pages that include student or alumni testimonials. We continuously review data on our social media platforms and monitor other college sites. Our followings continue to grow each year. We have explored #7 and have had limited success. It is really something that the faculty member has to buy into, be comfortable doing, and willing to do. We are nearly complete with the new College Web Design.

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



Achieved - Strategy development complete

Progress update Summer 2025:

We have increased several community partnerships that highlight the College's programs and offerings. For example, the Coles County Speedway partnership highlights majors that are applicable to running a speedway. The ETC promotion is underway. The new Business Newsletter highlights innovative opportunities for services and partnerships. It is mailed two times a year. The initiative has been incorporated into our annual operational plan.

Actively promote highly affordable Business Division programs. Brian Madlem



Initiative moved to Departmental Master Plan

Progress update Summer 2025:





The Business division held an event called Cozy careers that was attended by 13 participants. This showcased programs Medical Coding and Court Reporting and Captioning. In the spring the division held the annual Computer Contest where over 60 participants attended and competed in various business related contests. Faculty visited various high schools to recruit new 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
Action Plan: Strategically engage with high school students during each year of high school to advise them on their specific academic and career goals and what paths at LLC are available to them.		
Refer to GPSEM Plan.	Pam Hartke	 Guided Pathways Project
<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 Summer 2025: Business division continues to engage student participation during planned events which has been enjoyed by those attending.</p>	Brian Madlem	 Achieved - Strategy development complete
<p>Visit various high schools to recruit and present divisional program information.</p> <p>Progress update Summer 2025: A total of 28 visits were completed in the Fall and Spring semester. Seven table events were hosted. Three on-campus events were hosted for high school students.</p>	Charles Jarrell	 Initiative moved to Departmental Master Plan
Offer and expand upon inaugural MSD Open House for in-district high schools	Mike Rudibaugh	 Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Math and Science Division offered our third annual STEM Day with local high schools with over 100 hundred local high school seniors, juniors and sophomores attending from local high schools. The following items summarize the event: The following video captures the event and we plan to use this resource to promote all future marketing and outreach with local high schools for STEM Recruitment.

[Video](#)

The following data captures student feedback from the event relating to satisfaction with the quality and growing interest with STEM Program at LLC:

We plan to expand and use the data below to enhance the experience and effectiveness of this recruiting event:

1. Move the event to Fall Semester and target more juniors to attend to get on students' radar earlier in the college selection process.
2. Have longer sessions to support more time to allow students to explore and use lab equipment.
3. Allow students to select and target STEM session of more interest to them when attending the event.
4. Some funding details are still pending; however, we plan to target another event for Fall 2025.

As a follow-up to my previous post-STEM Day email, I wanted to provide you more information about the surveys and post event thoughts as we move forward to the STEM Academy Day in October. Survey results from students indicated the following on a 5-point scale: *Student Responses (n=98)*

As a result of the presentations, I better understand STEM courses and technology offered at Lake Land College.	4.59
As a result of the event, I better understand potential job opportunities within STEM areas.	4.43
The overall format of the event provided hands-on opportunities to explore different areas of math and science.	4.73
I am more likely to register for a Lake Land College course or program after this event.	4.00
The length of time for each session was sufficient	4.07

Implement an Allied Health Recruitment Master Plan

Erin Swingler

FY23

FY24

FY25

Final

Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Allied Health faculty and staff remain highly committed in seeking opportunities for student engagement. Examples of such opportunity include participation in College sponsored recruitment events, high school career exploration happenings, or community experiences where engagement can occur with non-traditional students. Allied Health acknowledges that through face to face engagement professional relationships can be established, which ultimately promotes enrollment, persistence, retention, and completion of the academic plan. Allied Health further recognizes that recruitment of students serves as a future pipeline for healthcare professionals supporting our local industry and community members.

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






Initiative moved to Departmental Master Plan

Progress update Summer 2025:

To build early and lasting connections with elementary and secondary students, the Dual Credit Program has expanded hands-on career exploration and educational programming. Through college and career exploration events, on-campus competitions, and non-credit offerings to 9th and 10th grade. Additional efforts have been made to align with the College and Career Pathway Initiative including incentives in the new Laker Connect program for completion, and working with schools to meet the 6 early college credit hour requirements. Partnerships with programs like Teens with Tools support seamless pathways of engagement and academic planning. The creation of after-school programs, including Snap-on Tool certifications, give students real-world skills and credentials. This work is continuous and evolving as we grow opportunities and deepen partnerships to support students on their path to college and career success.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Actively participate in high school career focused programs (LIFT, ERCA, etc.)		
Continue development of partnerships with LIFT and ERCA to expand availability of high school career focused programs.	Ike Nwosu	 Initiative moved to Departmental Master Plan
<p>Progress update Summer 2025: In April 2025, Lake Land College launched Laker Connect, a redesigned dual credit program built in partnership with local high schools to expand free access to college-level courses. The program aligns high school and college curriculum, provides dedicated academic counseling for course planning and career exploration, and offers added benefits like tuition waivers and graduation recognition. Laker Connect reflects our commitment to affordability, early engagement, and a smoother transition to college. District wide high schools each signed the agreement.</p>		
Action Plan: Continue to develop clear pathways for students to transition from high school to Lake Land.		
Refer to GPSEM Plan.	Pam Hartke	 Guided Pathways Project
Action Plan: Provide a financial structure to ensure all district students have access to dual credit opportunities.		
Review Cost Structure for Dual Credit and Dual Enrollment	Tessa Wiles	 Achieved - Strategy development complete
<p>Progress update Summer 2025: With the launch of Laker Connect, the strategic cost restructure initiative has been fully implemented. Dual Credit Option 1 is now offered at no cost to students, eliminating financial barriers and increasing access to early college opportunities, while maintaining focus on pathways. In addition, a flat fee structure has been established for Dual Credit Option 2. This replaces variable course-by-course pricing with a consistent rate, making budgeting and communication with families more straightforward for both schools and the college. These changes were designed to streamline processes, promote equity across partner schools, and create a more sustainable model for dual credit moving forward.</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



Achieved - Strategy development complete

Progress update Summer 2025:

The development of a data-centered understanding of Dual Credit has been completed through several targeted initiatives. The Data HUB has been enhanced with expanded access to enrollment and completion data. Communication efforts have increased with more frequent updates to parents, students, and schools, along with increasing informational workshops designed to support informed academic planning, current state and local data, and changes within Lake Land College. The new Laker Connect Dual Credit Counselor now provides Navigate academic plans and annual credit audits, offering schools and students clearer insight into progress and course alignment. Additionally, we are working to launch a Dual Credit pathway website that will offer real-time access to academic planning tools. Together, these efforts create a more complete and measurable picture of Dual Credit participation, outcomes, and value.

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.

Expand apprenticeships into new employment sectors.

Christine Strohl



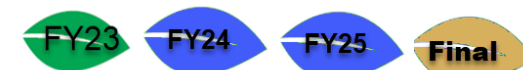
Moved to Departmental Master Plan

Progress update Summer 2025:

We have hired an Apprenticeship Coordinator that comes with experience in apprenticeships from the state of Missouri. Apprenticeships continue to grow in new sections such as education.

Develop relevant and industry supported pre-apprenticeships and youth apprenticeships.

Bonnie Moore



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

Notable Achievement: CBI celebrated our first youth apprentice graduation in May 2025, with the graduate earning an AAS in Automotive Technology. While he continues completing his On-the-Job training hours, his success story provides valuable marketing and recruitment material for future programs.

Ongoing Development: We continue collaborating with LIFT on HVAC apprenticeships and have expanded into a Design Engineer Program. Additionally, we've initiated discussions with Arthur CUSD to develop both pre-apprenticeship and youth apprenticeship opportunities with their industry partners.

Strategic Challenges and Opportunities: Pre-apprenticeships remain challenging due to limited structural guidance and frameworks. However, youth apprenticeships represent a significant growth opportunity. With the launch of CORE and continued LIFT expansion, this initiative should remain a multi-year strategic priority.

Summary

Our progress demonstrates strong momentum across all strategic areas, with particular success in industry partnership development and apprenticeship program expansion. The combination of new technical training partnerships, leadership development programs, and youth apprenticeship growth positions CBI well for continued success in supporting regional workforce development.

Create class schedules that allows students to work in the field while working on a degree.

Michael Beavers



Initiative Moved to Departmental Master Plan

Progress update Summer 2025:

The original initiative of Tech2day has been put in place and has been successful. Most of the Technology programs have adopted the model, and others are using alternate strategies, e.g., night classes and open lab models, to achieve the same goal.

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

Centralize the collection and promotion of work-based learning opportunities

Tina Moore



Initiative moved to Departmental Master Plan

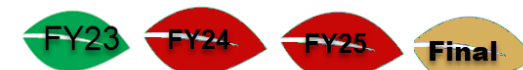
Progress update Summer 2025:

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










Initiative moved to Departmental Master Plan

Progress update Summer 2025:

This has not been completed but is still very needed! As we continue to work with internal staff members to identify the best avenue to take, we are in desperate need to get this implemented. Communication has been had with Salesforce to use their free version which is an industry standard software.

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

Strategic Project Description	Project Leader	Status Options
Action Plan: Expand relationships at the local, state and federal level to enhance grant and private donor funding opportunities for students.		
Identify priorities and areas of support needed and funders to help make introductions of existing and current relationships to match with projects of support.	Christi Donsbach	    Moved to Departmental Master Plan
<p>Progress update Summer 2025:</p> <p>The Foundation has made strong progress in identifying key funding priorities in partnership with college leadership. Focus areas include scholarships, workforce development, student support services, and campus enhancements.</p> <p>We are actively aligning these needs with potential funders by leveraging existing relationships and identifying new prospects. With the help of our Board and stakeholders, we are facilitating introductions and matching funders with projects that align with their philanthropic goals. This strategic approach is helping us build stronger partnerships and position the Foundation for greater impact.</p> <p>This is an ongoing project that will continue to flex each year based off of the College's priorities and initiatives.</p>		
Pursue networking opportunities with internal and external partners to benefit grant opportunities.	Bethany Craig	  Achieved – strategy development complete
<p>Progress update 2023:</p> <p>I have established positive relationships both internally and externally including but not limited to attending and networking at East Central Illinois Development Corporation (ECIDC) meetings, Lake Land College Professional Advisory Committee Meeting with local school districts, Community Update Breakfast hosted by Mattoon and Charleston Chambers of Commerce, presenting at Lake Land College All Staff Meetings and Lake Land College Supervisory Meetings.</p>		
Create and utilize an internal Grant Advisory Committee.	Bethany Craig	 Achieved – strategy development complete
<p>Progress update 2023:</p> <p>Grants Advisory Committee has been established and met in the Fall 2022 semester and the Spring 2023 semester.</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



Final

Initiative moved to Departmental Master Plan

Progress update Summer 2025:

While the database has been initiated, it will need to be maintained and updated every other year.

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 Summer 2025: Internally, the Transfer Coordinator has updated and now maintains an official comprehensive database of both active and inactive transfer guides and articulation agreements. This resource supports the ongoing effort to review and potentially reactivate agreements as they approach expiration. This resource also allows the transfer coordinator to ensure the College is maintaining and initiating important transfer pathways for students enrolled in Associate in Applied Science programs. The Transfer Coordinator also maintains a publicly accessible transfer database for anyone interested in exploring our transfer pathways. This resource is especially helpful for our faculty academic advisors and academic counselors who advise students on coursework. This database links to PDF files of both unofficial transfer guides and transfer articulation agreements.</p>	Heather Nohren	 <p>Achieved - Strategy development complete</p>
<p>Improve and streamline the transfer process for students to four-year institutions.</p> <p>Progress update Summer 2025: While transfer articulation agreements will always remain a priority to ensure seamless transfer processes, the Chair of Counseling and Student Conduct and the Dean of Academic Operations worked diligently during the Spring 2025 semester to ensure that the College's transfer website complies with HLC guidelines. The website was revamped to clearly distinguish between unofficial transfer guides, which recommend sequences of coursework, and official transfer agreements, which are signed by college administration at Lake Land College and the participating universities.</p> <p>Additionally, the website features an active, publicly accessible database for anyone interested in exploring our transfer pathways. This database includes both unofficial transfer guides and articulation agreements that outline the coursework students need to complete at LLC. This resource is especially helpful for our faculty academic advisors and academic counselors who advise students on coursework. This database links to PDF files of both unofficial transfer guides and transfer articulation agreements.</p>	Heather Nohren	 <p>Achieved - Strategy development complete</p>

Action Plan: Operationalize the early childhood education consortium model.

Evaluate and monitor the implementation of the early childhood consortium model

Charles Jarrell



Initiative moved to Departmental Master Plan

Progress update Summer 2025:

The loss of funding for the ECE Consortium Model significantly impacted the Early Childhood Education Learning Lab during the transition from FY2024 to FY2025. As a result, the Laker Louie Jr. Lab was closed. Conversations have continued among county partners on how to collectively address child care challenges in the region and explore sustainable solutions moving forward.

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



Achieved - Strategy development complete

Progress update Summer 2025:

DOC Programs continued to develop and expand curriculums that lead to more sustainable wages. Following on updates to Automotive Technology and Construction Occupations that included introduction of associate of applied science degrees. Culinary Arts will introduce an associate of applied science degree in the Fall of FY 26. In addition, Career Technology will introduce a course for incarcerated students to learn and practice basic computers skills.

Strategic Plan 2023 - 2027 Key Performance Indicators

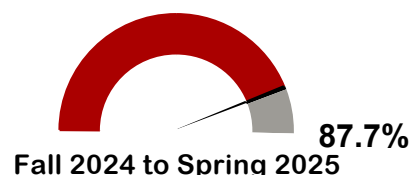
STUDENT EQUITY & SUCCESS

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.

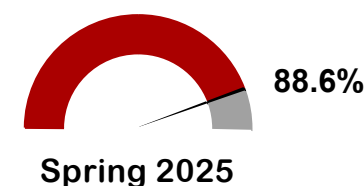
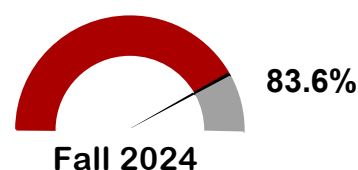
National Average - 75.6%
Goal - 78%



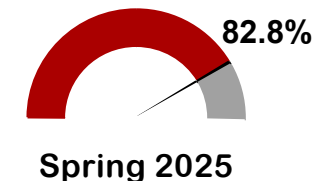
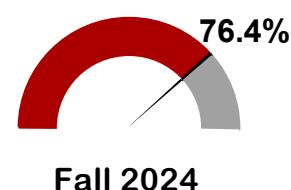
Fall-to-Spring (Term/Term) - First Time/.Full-Time/Degree Seeking - Students who enrolled their first semester and continued enrollment to the next semester or completed their degree and graduated.

Goal - 85%

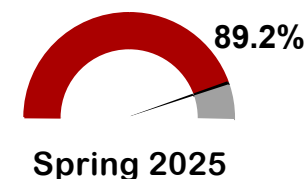
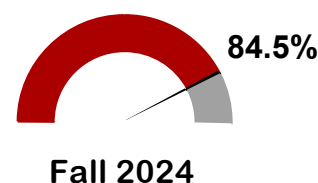
Persistence - to quantify the drive, determination, and success that a student has towards their degree or certificate. It is determined by the number of attempted credits compared to the number of successfully earned or completed credits. We define successful completion of a course when a student receives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



Goal - 85% across all modalities



Stretch Goal - 90%

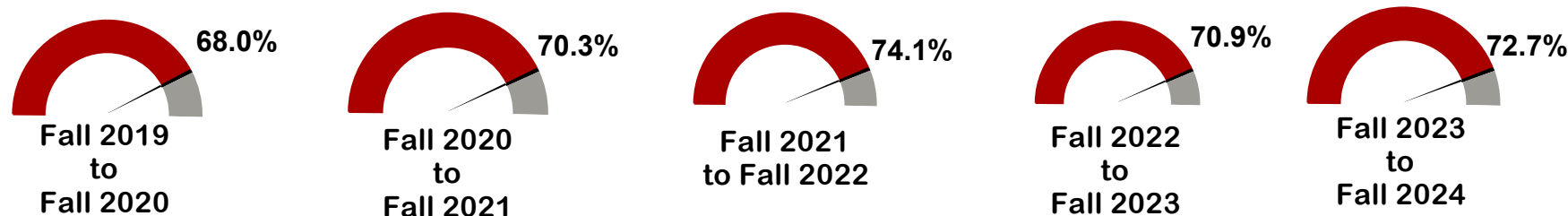


Strategic Plan 2023 - 2027 Key Performance Indicators

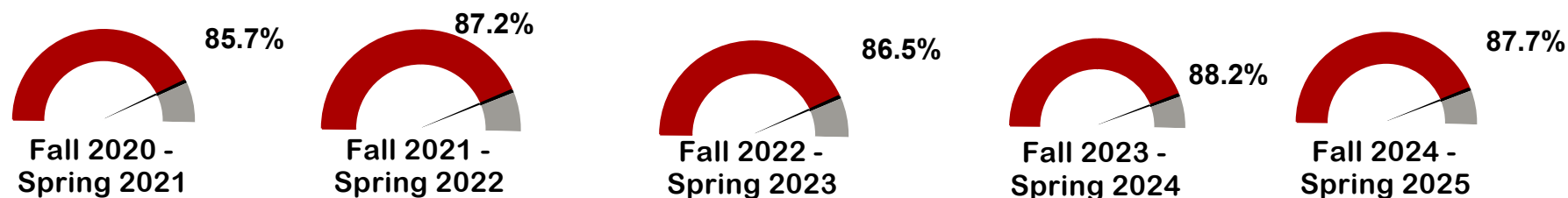
STUDENT EQUITY & SUCCESS

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.

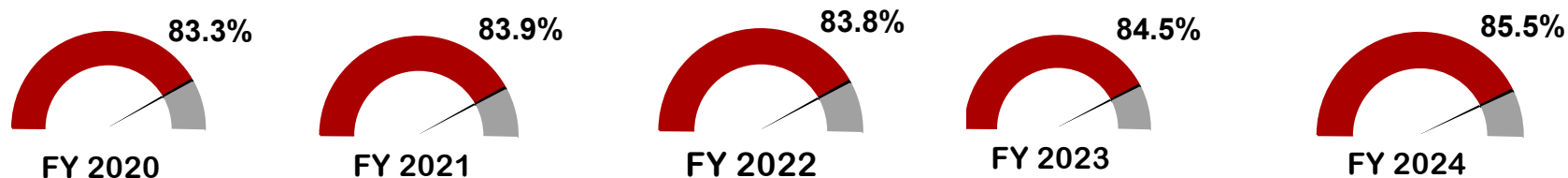
Fall-to-Fall (Year/Year) - First Time/.Full-Time/Degree Seeking - Students who enrolled their first year and continued enrollment to the next year or completed their degree and graduated.



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					
2020FA	2021FA	2022FA	2023FA	2024FA	
78.7%	81.3%	80.1%	83.9%	78.9%	
Academically Disadvantaged					
2020FA	2021FA	2022FA	2023FA	2024FA	
77.7%	72.2%	78.0%	60.9%	75.1%	
First Generation					
2020FA	2021FA	2022FA	2023FA	2024FA	
76.6%	77.3%	78.5%	81.0%	76.2%	
Single Parent					
2020FA	2021FA	2022FA	2023FA	2024FA	
79.3%	68.9%	73.0%	80.6%	60.8%	
Ethnicity					
	2020FA	2021FA	2022FA	2023FA	2024FA
American/Alaska Native	72.7%	71.4%	66.7%	72.7%	88.9%
Asian	81.8%	55.6%	83.3%	91.7%	81.8%
Black or African American	60.4%	58.1%	76.2%	69.6%	53.7%
Hawaiian/Pacific Islander		100.0%	100.0%		100.0%
Hispanic	71.1%	70.4%	77.8%	80.5%	78.9%
White	80.6%	82.6%	82.4%	83.3%	81.1%
No Response or Unknown	87.1%	93.1%	78.7%	85.4%	82.8%
Null		50.0%	50.0%	66.7%	
Middle East/North African				100.0%	100.0%

**Diversity,
Equity,
Inclusion
and
Belonging**

**Goal
85%**

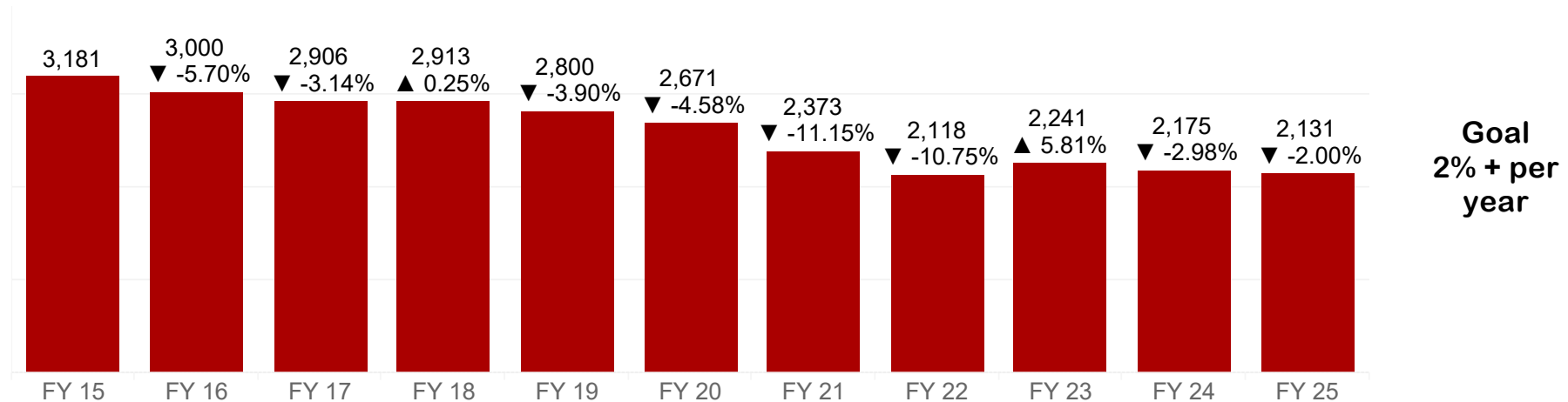
Note: Based on the results above it confirms that the wrap-around service and additional support that we provide increases the retention among our DEIB population.

Strategic Plan 2023 - 2027 Key Performance Indicators

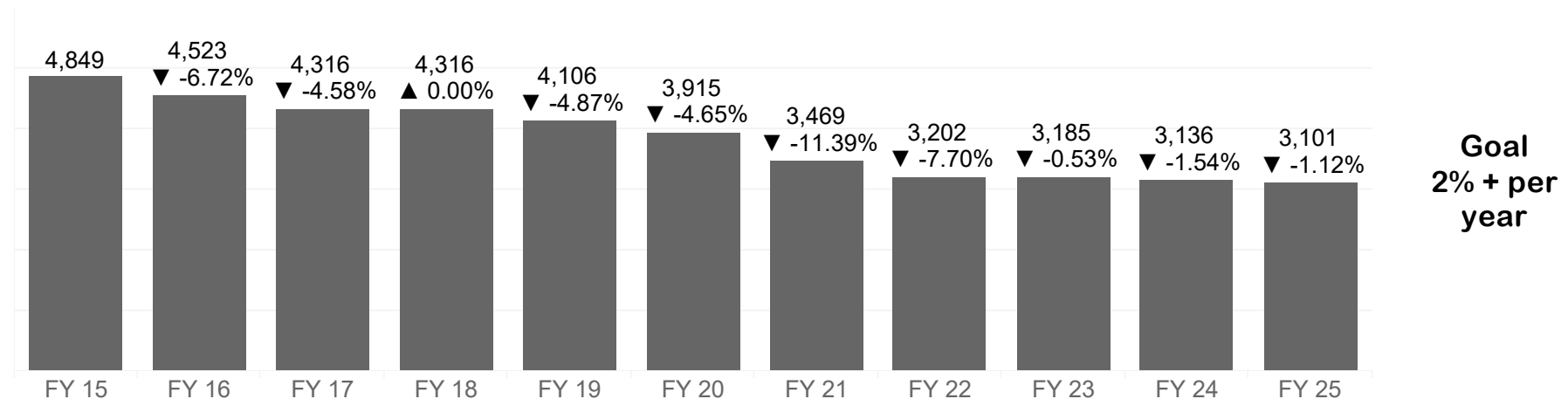
STUDENT EQUITY & SUCCESS

Degree Seeking Annual Enrollment - Students enrolled in at least one credit bearing course during the academic year. This includes students 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.

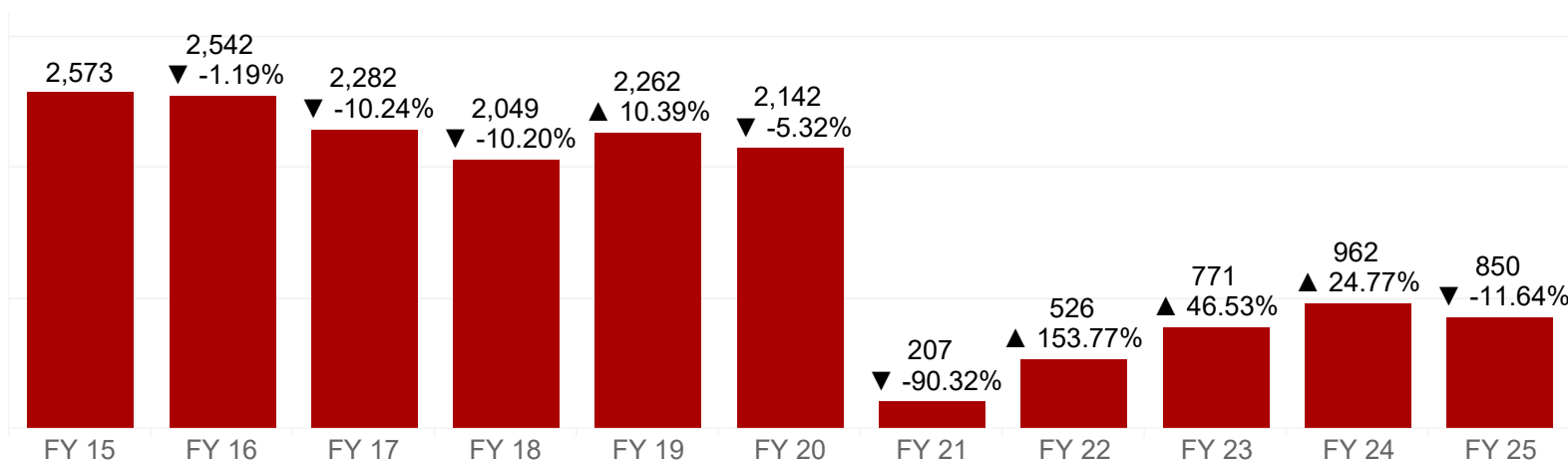


Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

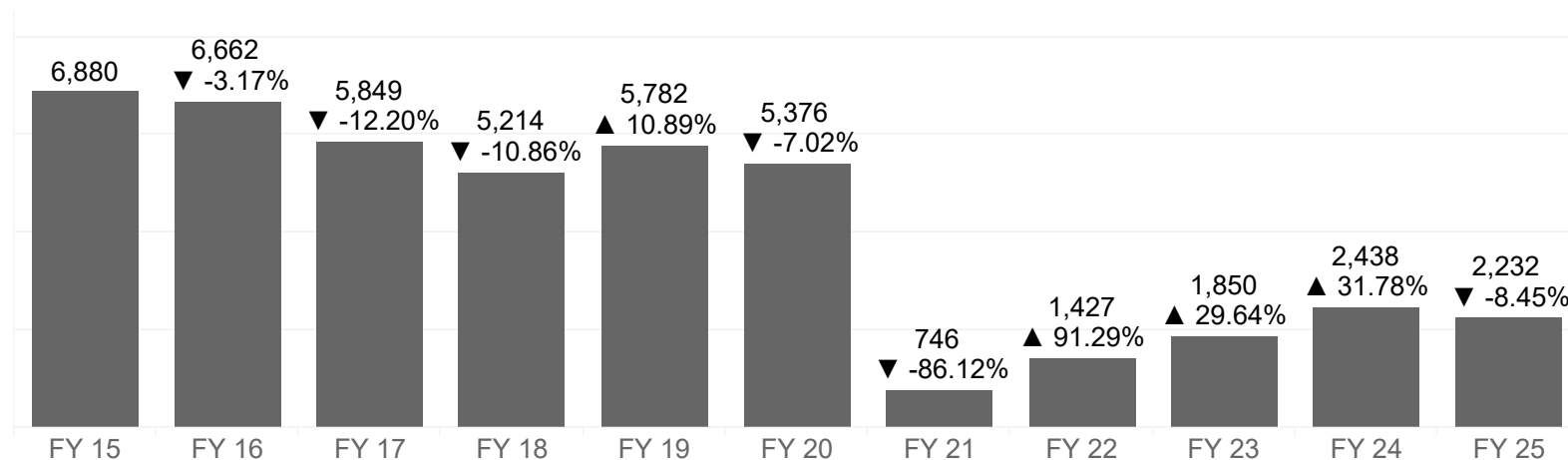
Department of Corrections Annual Enrollment - Students enrolled in at least one credit bearing course during the academic year.

Full-Time Equilavent (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.

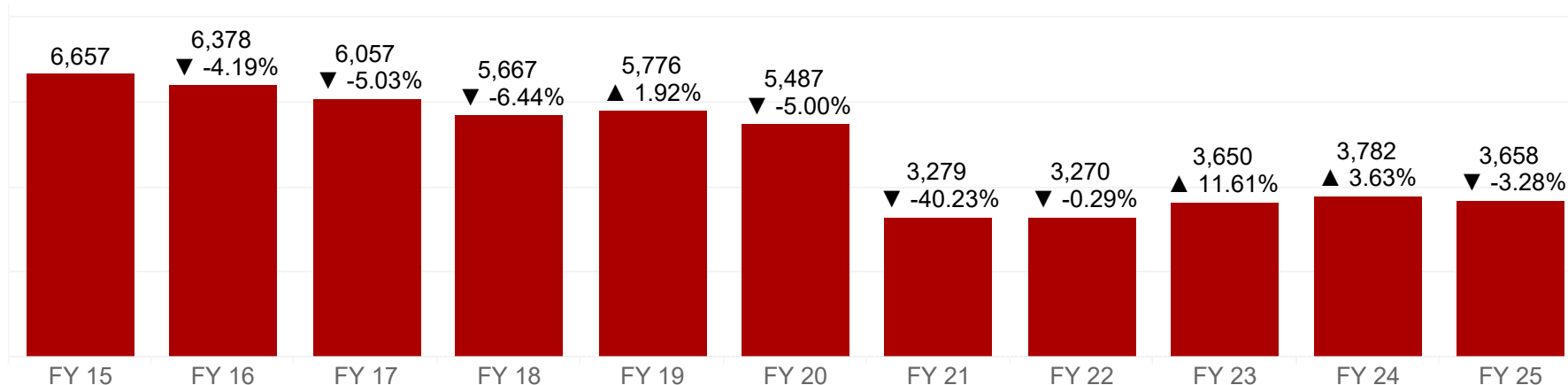


Strategic Plan 2023 - 2027 Key Performance Indicators

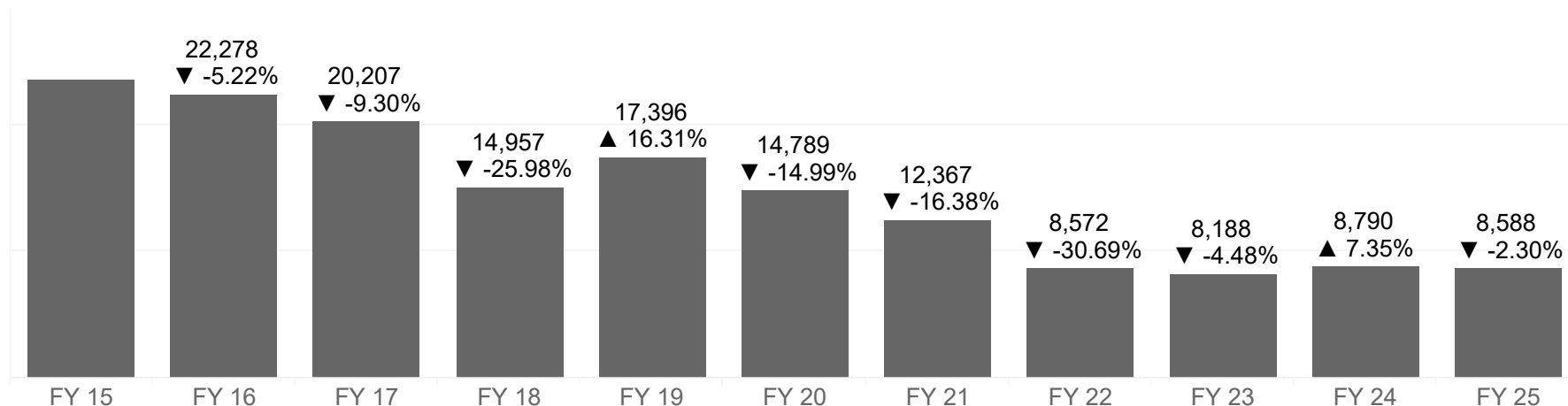
STUDENT EQUITY & SUCCESS

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



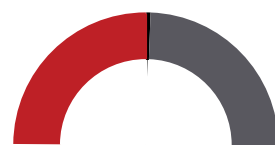
Head Count - 1 enrolled student = 1 head count in any of the three terms in the academic year.



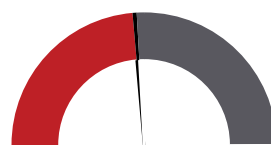
Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

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



50%
2022FA
(1,114 of 2,218)



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



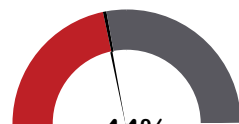
49%
2024FA
(1,116 of 2,275)

Goal
55%

Monthly Matriculation Fall 2024 - percentage of applicants who apply for the month and then enroll at the College.



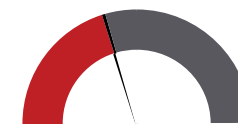
39%
September
(69 of 176)



44%
October
(105 of 237)



55%
November
(105 of 192)



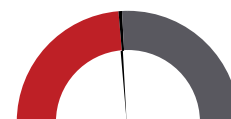
41%
December
(51 of 124)



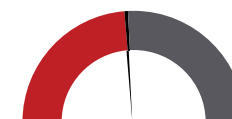
56%
January
(133 of 237)



54%
February
(88 of 164)



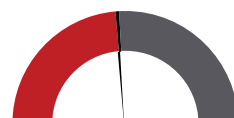
48%
March
(71 of 147)



48%
April
(104 of 215)



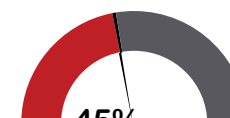
51%
May
(94 of 183)



48%
June
(82 of 170)



53%
July
(131 of 246)



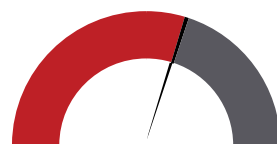
45%
August
(83 of 184)

Strategic Plan 2023 - 2027 Key Performance Indicators

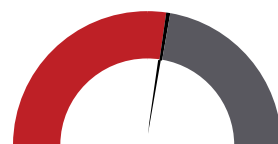
STUDENT EQUITY & SUCCESS

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

Current Year High School Grads



59%
2022FA
(643 of 1,084)



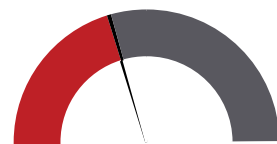
55%
2023FA
(587 of 1,076)



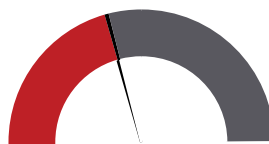
59%
2024FA
(622 of 1,063)

Goal
60%

All Other New Applicants



41%
2022FA
(471 of 1,134)



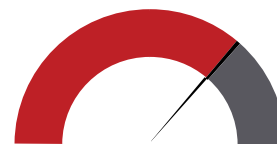
42%
2023FA
(460 of 1,094)



41%
2024FA
(494 of 1,212)

Goal
55%

Current Year High School Grads who applied and attempted dual credits



72%
2022FA
(321 of 444)



65%
2023FA
(279 of 428)



70%
2024FA
(296 of 421)

Goal
75%

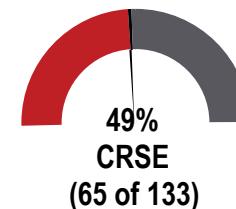
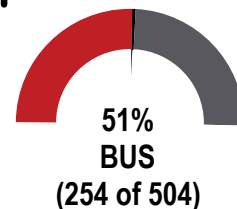
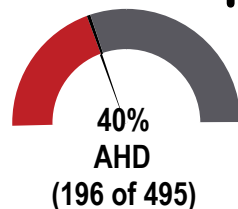
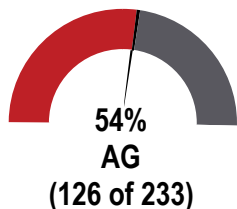
Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

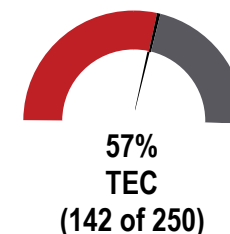
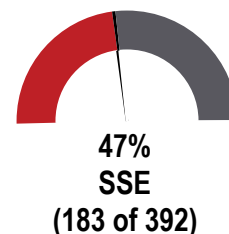
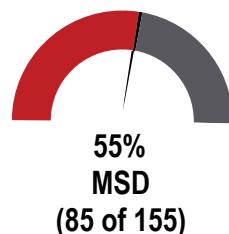
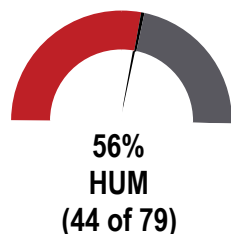
Student Matriculation - percentage of applicants who apply and then enroll at the College.

By Division

Fall 2024



CRSE is Course Enrollees



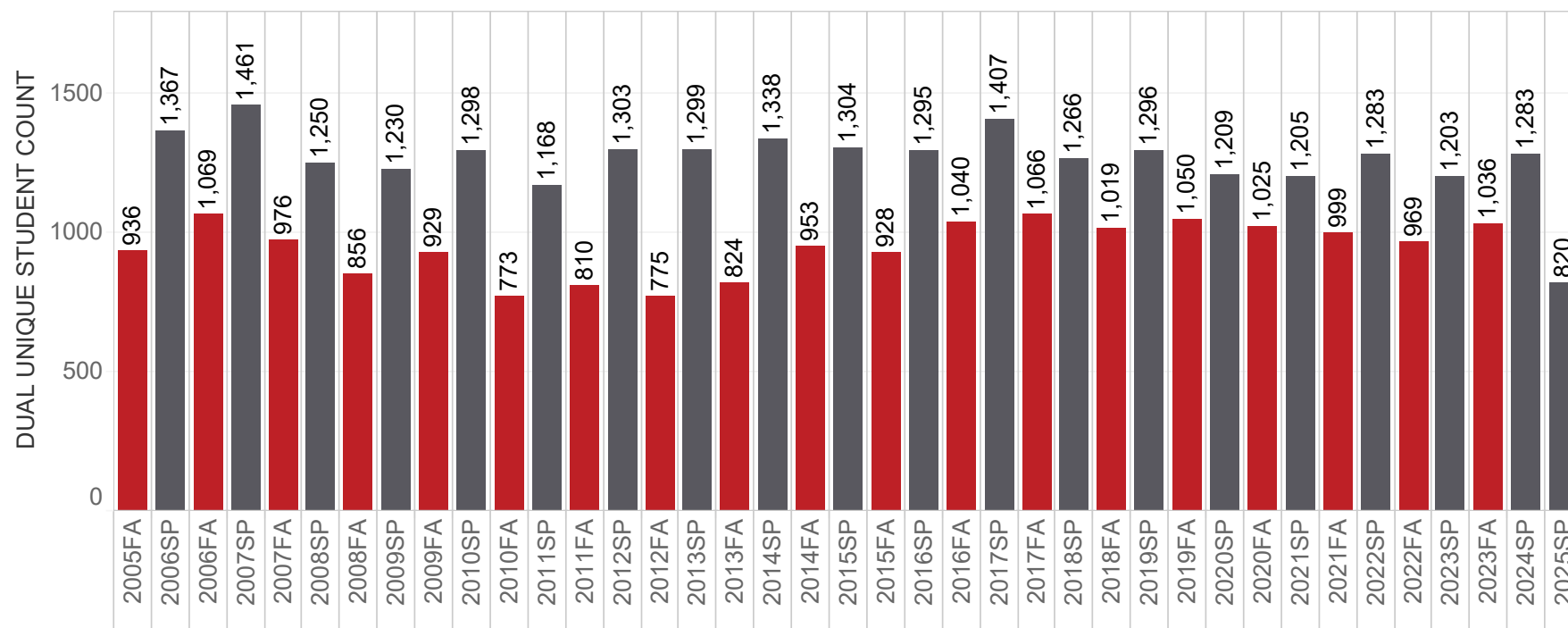
Each Division should set their
own stretch goals
Overall College Goal - 60%

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. Most 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

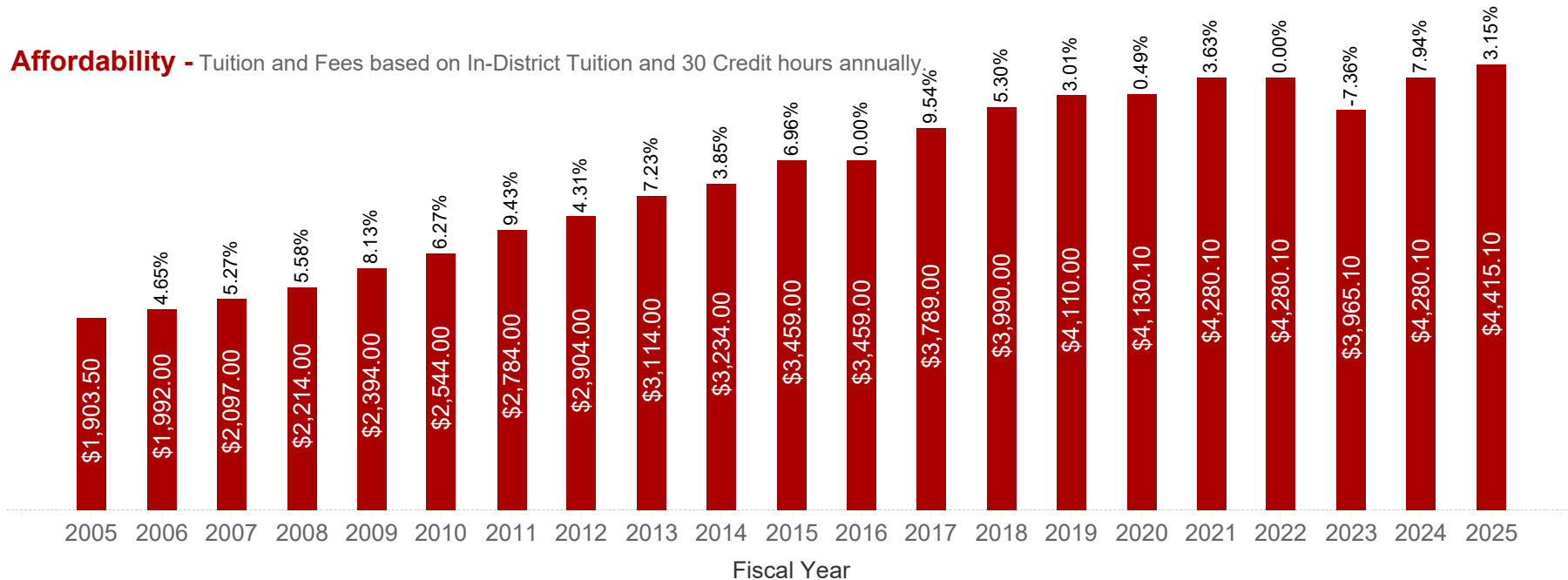
STUDENT EQUITY & SUCCESS

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	3
Associate in Applied Sciences	374	376	397	356	311	341	319	346	342
Associate in Arts	125	198	290	287	283	245	249	228	237
Associate in Liberal Studies	49	49	47	55	43	35	31	15	25
Associate in Science	201	165	73	55	49	58	50	45	42
Certificate	235	276	278	266	284	279	271	356	314
Department of Corrections	2,470	2,206	2,450	2,715	292	777	1,198	1,515	1,360
Technical Training	339	262	231	176	186	189	336	192	95
Grand Total	3,798	3,540	3,766	3,915	1,453	1,931	2,458	2,703	2,418

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 - 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

FY 2023-24	\$3,870	Southwestern Illinois
FY 2023-24	\$3,960	Elgin
FY 2023-24	\$3,998	McHenry County
FY 2023-24	\$4,050	Illinois Valley
FY 2023-24	\$4,238	Oakton
FY 2023-24	\$4,260	Illinois Eastern
FY 2023-24	\$4,260	Rock Valley
FY 2023-24	\$4,280	Lake Land
FY 2023-24	\$4,290	Waubensee
FY 2023-24	\$4,320	College of DuPage
FY 2023-24	\$4,320	Southeastern Illinois
FY 2023-24	\$4,380	City Colleges of Chic...
FY 2023-24	\$4,500	John A. Logan
FY 2023-24	\$4,500	Rend Lake
FY 2023-24	\$4,530	Joliet Junior
FY 2023-24	\$4,560	Morton
FY 2023-24	\$4,590	Lincoln Land
FY 2023-24	\$4,590	Richland
FY 2023-24	\$4,635	Harper
FY 2023-24	\$4,650	Illinois Central
FY 2023-24	\$4,650	Lewis and Clark
FY 2023-24	\$4,650	Shawnee
FY 2023-24	\$4,709	STATE AVERAGE
FY 2023-24	\$4,770	Moraine Valley
FY 2023-24	\$4,800	Kaskaskia
FY 2023-24	\$4,815	College of Lake Cou..
FY 2023-24	\$4,890	Sauk Valley
FY 2023-24	\$4,920	Black Hawk
FY 2023-24	\$4,920	Kishwaukee
FY 2023-24	\$4,920	Triton
FY 2023-24	\$5,070	Kankakee
FY 2023-24	\$5,093	South Suburban
FY 2023-24	\$5,100	John Wood
FY 2023-24	\$5,220	Prairie State
FY 2023-24	\$5,250	Carl Sandburg
FY 2023-24	\$5,355	Parkland
FY 2023-24	\$5,400	Danville Area
FY 2023-24	\$5,460	Heartland
FY 2023-24	\$5,790	Spoon River
FY 2023-24	\$5,820	Highland

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 (Excluding DOC)

Employee Retention

Administrators

Count: 19
Average Years of Service: 14.1
Max Years of Service: 33.8
Min Years of Service: 1.2

Faculty

Count: 104
Average Years of Service: 15.9
Max Years of Service: 31.4
Min Years of Service: 0.49

Goal

Average Years of Service:
15.0

Actual

Average Years of
Service: 11.9

Supervisors

Count: 20
Average Years of Service: 13.7
Max Years of Service: 28.8
Min Years of Service: 0.51

Support Staff

Count: 86
Average Years of Service: 8.1
Max Years of Service: 27.2
Min Years of Service: 0.10

Custodian

Count: 21
Average Years of Service: 8.2
Max Years of Service: 26.6
Min Years of Service: 0.31

Para Professionals

Count: 28
Average Years of Service: 8.5
Max Years of Service: 27.9
Min Years of Service: 0.15

Full-Time

Count: 278
Average Years of Service: 11.9
Max Years of Service: 33.8
Min Years of Service: 0.10

Part-Time

Count: 365
Average Years of Service: 7.2
Max Years of Service: 47.9
Min Years of Service: 0.06



Strategic Plan 2023 - 2027 Key Performance Indicators

INSTITUTIONAL & EMPLOYEE EXCELLENCE (All)

Employee Retention

Administrators

Count: **42**
 Average Years of Service: **10.3**
 Max Years of Service: **33.8**
 Min Years of Service: **0.2**

Faculty

Count: **107**
 Average Years of Service: **15.9**
 Max Years of Service: **31.4**
 Min Years of Service: **0.49**

Goal

Average Years of Service:
15.0

Actual

Average Years of
 Service: **10.2**

Supervisors

Count: **20**
 Average Years of Service: **13.7**
 Max Years of Service: **28.8**
 Min Years of Service: **0.51**

Support Staff

Count: **171**
 Average Years of Service: **6.8**
 Max Years of Service: **27.2**
 Min Years of Service: **0.08**

Custodian

Count: **21**
 Average Years of Service: **8.2**
 Max Years of Service: **26.6**
 Min Years of Service: **0.31**

Para Professionals

Count: **28**
 Average Years of Service: **8.5**
 Max Years of Service: **27.9**
 Min Years of Service: **0.15**

Full-Time

Count: **389**
 Average Years of Service: **10.2**
 Max Years of Service: **33.8**
 Min Years of Service: **0.08**

Part-Time

Count: **366**
 Average Years of Service: **7.3**
 Max Years of Service: **47.9**
 Min Years of Service: **0.06**





Laker Learning Competencies

Laker Competency Assessment Rubric

General Education Committee – 2024

Updated 5/16/2025

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

Introduction

In 2022-2023, the General Education Committee created eight Laker Learning Competencies that replaced the General Education Goals. To accomplish this, the committee adapted the Association of American Colleges and Universities VALUE Rubrics to fit Lake Land College's assessment needs. The next step was to create the rubrics for the goals to provide a consistent cross-college measure of foundational knowledge and skills that are considered hallmarks of postsecondary education. By Spring 2024, the rubrics were ready for faculty feedback. During Summer 2024, the Cabinet approved the new Laker Learning Competencies and rubrics.

During this process, the college selected a new assessment software that met its data tracking and reporting needs. The college has used Weave from Fall 2010 through August 2025, which is when the Weave contract ends. In Fall 2023, demonstrations of three software options were offered to faculty and staff to attend. HelioCampus was selected as the software that best met the college's needs. The one-year overlap of Weave and HelioCampus allows the college to continue current assessment efforts while piloting and training faculty and staff on the new software.

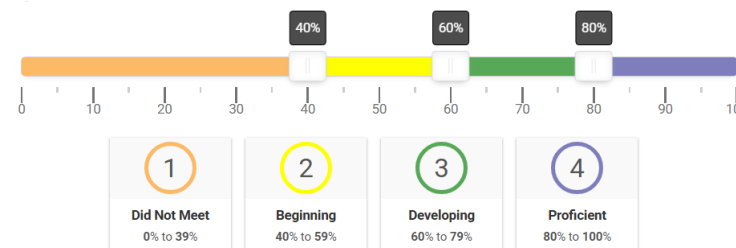
Data preparation and training occurred with staff and faculty upon purchase in Spring 2024 through early Fall 2024. Faculty volunteered to pilot HelioCampus. The college is providing ongoing training on Bloom's Taxonomy, Laker Learning Competencies and HelioCampus. Since Summer 2024, faculty have been adopting primary and secondary Laker Learning Competencies and updating learning outcomes on their course outlines to reflect appropriate Bloom's Taxonomy levels. This process continues as faculty revise curricula through the Curriculum Committee.

In Fall 2024 through Spring 2025, the courses, Laker Learning Competencies and rubrics are being connected to HelioCampus and Canvas to ease assessment data collection, analysis and reporting. From Spring 2025 and beyond, training and norming sessions for the Laker Learning Competencies will prepare faculty to use the rubrics with course assessment artifacts. Lake Land College anticipates a full transition from Weave to HelioCampus in Fall 2025.

Guidance for Divisions in Using the Rubrics

The rubrics on the following pages help faculty measure the course and program outcomes related to their areas of study. They are intended to be used with a course or program outcome that the faculty needs to measure and improve. Each department will determine which artifacts (papers, projects, labs, etc.) the rubrics will measure, ideally selecting an important concept the students have practiced and are demonstrating their competency. The assignment proficiency scale thresholds include:

- 1 - Does Not Meet (0-39%)
- 2 - Beginning (40-59%)
- 3 - Developing (60-79%)
- 4 - Proficient (80-100%)



Terminology

Competency: broad or general statement of student learning (communication, scientific literacy, etc.)

Learning Outcome: skills or knowledge students learn, practice and demonstrate as a result of learning

“At the successful completion of this course, students will be able to [verb] + [skills/knowledge]”

What will the learner do? What skill or concept will the learner gain or understand?

Performance Indicator: criteria of student performance used to prove learning outcome achievement

Clarifiers for the Competencies and Performance Indicators

Communication

- Organization: specific introduction and conclusion, sequenced material within the body and transitions
- Supporting Material: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities
- Mechanics: Each discipline might have different parameters for allowable errors; use the error numbers in the rubric as a guide to determine your acceptable amount.

Creative Thinking and Problem Solving

- Problem Statement: background, history, challenges, symptoms, or knowledge gaps
- Evaluation: logical, ethical, psychological or cultural concerns

Global and Cultural Literacy

- Perspective Taking: global, civic, cultural, ethical, social, and/or environmental

Professional Skills and Ethics

- Teamwork: Actions may include verbal and non-verbal communication, motivation and encouraging others

Communication: Students communicate through the exchange of information.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Organization	Information is presented in a disorganized and confusing manner.	States information with some structure but lacks transition or logical flow.	Integrates information with logical flow and transitions.	Revises information with logical flow and clear transitions.
Presentation	Reports information with no audience awareness.	Examines information without audience awareness.	Synthesizes information with audience awareness.	Presents information in an engaging, audience-oriented tone.
Supporting Material	No supporting materials used or materials are irrelevant	Lists supporting materials without integration.	Summarizes supporting materials to clarify key points.	Synthesizes a variety of high-quality supporting materials.
Central Message	Central message is unclear or nonexistent	Describes a central message that is vague or difficult to understand.	Produces a central message that is clear and well-defined but lacks originality.	Develops a central message that is clear, consistent, and original.
Mechanics*	8 or more grammatical, spelling, or punctuation errors.	5 - 7 grammatical, spelling, or punctuation errors.	3 - 4 grammatical, spelling, and punctuation errors.	0 - 2 grammatical, spelling, or punctuation errors.

* Each discipline might have different parameters for allowable errors; use the above as a guide to determine your acceptable number of errors.

Creative Thinking and Problem Solving: Students think creatively to solve problems.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Problem Statement	Does not identify or define a clear problem.	Identifies a basic problem but lacks specificity or depth.	Summarizes a clear problem with some level of detail.	Constructs a significant problem with supporting details.
Innovation	Lacks innovation.	Relates a concept but relies on existing ideas.	Demonstrates an innovative concept, exploring different perspectives.	Produces an innovative concept, exploring multiple perspectives.
Solving Problems	Does not offer solutions or ideas that are practical.	Lists a basic solution, but it is not effective.	Employs a viable solution to the problem with potential outcomes.	Generates a solution to the problem and discusses its impact on society.
Evaluation	Does not evaluate the effectiveness of the solution.	Reports evidence with a single solution but limited evaluation of the effectiveness.	Assesses evidence with a single solution, including risks, benefits, and limitations.	Evaluates the effectiveness of multiple solutions, including risks, benefits, limitations, and impact on society.
Framework	Does not have a framework for addressing the problem.	Describes a basic framework but lacks clarity or consistency.	Proposes a well-defined framework to address the problem but lacks originality.	Develops a robust framework for addressing the problem using original ideas.

Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Issue Statement	Does not identify a clear issue.	Identifies an issue statement but lacks clarity.	Outlines a clear issue statement with detail.	Writes complex issue statements with clear and compelling implications.
Assumptions	Does not identify underlying assumptions.	Identifies a basic assumption without evaluation of validity.	Determines key assumptions and reports their impact on the issue.	Examines the validity and questions the implications of underlying assumptions.
Evidence	Does not present evidence to support claim.	Uses irrelevant evidence to support claims.	Uses relevant evidence to support but lacks analysis.	Synthesizes a variety of credible and relevant evidence with strong analytical skills.
Student's Position	Does not state a clear position on the issue.	Identifies a basic position but lacks support or justification.	Executes a clear and well-supported position.	Presents a well-supported position including the complexities involved in the decision.
Conclusions	Does not state a clear conclusion.	Identifies a basic conclusion but lacks depth or significance.	Presents a clear and well-supported conclusion that summarizes the main points and addresses the initial issue.	Presents an insightful and well-supported conclusion that addresses the implications of the analysis and offers solutions or recommendations.

Adapted from "Critical Thinking and Integrative Learning VALUE Rubric" by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/value-rubrics>. This derivative work is licensed under CC BY-NC-SA 4.0.

Global and Cultural Literacy: Students distinguish that society is a culturally diverse and global environment with differing opinions, practices and ideas.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Cultural Diversity	Does not make connections between cultural differences and diversity.	Describes limited connections and awareness of cultural diversity.	Generalizes basic cultural differences.	Detects cultural diversity and its impact on individuals and societies.
Perspective Taking	Does not consider perspectives different from their own.	Explains one perspective different from their own.	Distinguishes multiple perspectives but struggles to articulate them.	Synthesizes multiple perspectives.
Personal and Social Responsibility	Does not identify their own cultural biases.	Identifies their own biases but not the impact on others.	Describes their own biases, actions, and impact on others.	Demonstrates a strong sense of personal and social responsibility, considering the ethical implications of their actions within a global context.
Global Systems	Does not identify basic connections to global systems and interconnectedness.	Describes the connections of global systems and their impact on local issues.	Generalizes the connections of global systems and their impact on local and global issues.	Assesses the connections of global systems and their impact on local and global issues.

Information and Technology Literacy: Students evaluate information effectively using the appropriate technological tools.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Selection	Does not select relevant information from appropriate sources.	Associates relevant information but does not choose credible sources; relies on easily accessible information.	Relates a range of relevant and credible information from diverse sources.	Integrates diverse, credible, and relevant information while summarizing the sources.
Access	Does not match information to technology.	Uses basic skills to access information but does not use appropriate technology.	Demonstrates appropriate skills to access information using the appropriate technology.	Performs advanced skills when accessing information and using appropriate technology.
Critical Evaluation	Does not evaluate the credibility, accuracy, or bias of information.	Explains information, accepts it at face value, does not explore.	Determines the credibility, accuracy, and bias of information and identifies limitations.	Examines information with sophistication, identifying, analyzing, and distinguishing biases, perspectives, and implications.
Ethical Use	Does not demonstrate the ethical use of information and technology.	Discusses ethical use but engages in misuse of information.	Demonstrates ethical use by citing sources appropriately and respecting copyrights.	Demonstrates ethical use of sources using citations, respecting copyright, and advocating ethical use.

Professional Skills and Ethics: Students demonstrate professional skills and ethical accountability.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Ethical Self-awareness	Unable to identify or list basic ethical principles.	Describes ethical principles.	Relates basic ethical principles to simple scenarios.	Differentiates between ethical and unethical actions while analyzing dilemmas.
Ethical Interactions	Demonstrates unethical behavior without awareness.	Describes ethical interaction concepts but does not apply them.	Demonstrates ethical principles in interactions.	Examines the impact of interactions on others and differentiates between ethical and unethical behavior.
Civic Engagement	Fails to identify the impact of professional actions on society.	Describes the relationship between profession and society.	Employs civic engagement with participation in community activities.	Assesses the societal impact of positive and negative contributions.
Teamwork	Does not recognize the components of a constructive team climate.	Explains actions that contribute to a constructive team climate when instructed or guided.	Demonstrates actions that contribute to a constructive team climate.	Coordinates team dynamics and contributions, providing leadership in achieving the team objective(s).
Reflection	Does not list or identify personal strengths and weaknesses.	Describes the process of reflection but cannot put it into one's own words.	Generalizes basic reflection techniques to simple experiences.	Measures personal experiences for learning, utilizing effective and ineffective strategies.

Quantitative Literacy: Students analyze data and mathematical patterns in real-life situations.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Representation of Data and Visuals	Does not identify or list appropriate data representations.	Describes basic data representations.	Generalizes simple data representations using basic rules.	Examines data to select and create appropriate representations.
Analysis	Does not analyze results.	Explains data using qualitative rather than quantitative analysis.	Analyzes data with reasonable conclusions using quantitative analyses.	Develops reasonable and correct conclusions using quantitative analyses.
Assumptions	Does not discuss assumptions or develop experiment outcomes.	Discusses assumptions but does not develop experiment outcomes.	Examines assumptions but does not relate them to experiment outcomes.	Assesses assumptions on experiment outcomes.
Real-life Application	Does not apply experiment to a real-life situation.	Explains an experiment without connection to a real-life situation.	Organizes steps for an experiment as related to a real-life situation.	Tests experiment in a real-life situation.

Scientific Literacy: Students apply the scientific process to real-life situations.

Performance Indicator	1 Does Not Meet	2 Beginning	3 Developing	4 Proficient
Topic Selection	No topic or question is provided.	Lists an unfocused topic or question.	States a focused topic or question.	States a focused and achievable topic or question.
Core Scientific Process	No overview of knowledge is given.	Implements core scientific process with incorrect terminology.	Demonstrates core scientific process using terminology.	Performs core scientific process using correct terminology.
Design Process	No understanding of the experiment or argument.	Implements an unrealistic experiment or argument.	Outlines an experiment or argument.	Designs an executable experiment or logical argument.
Analysis	No analysis completed.	Reports data without using a scientific process.	Interprets data or arguments using a scientific process.	Evaluates data or arguments using a scientific process.
Conclusions	No conclusions provided from evidence.	Draws conclusions but not based on evidence or real-life situations.	Draws conclusions based on evidence and real-life situations but lacks connecting details.	Draws conclusions based on evidence and real-life situations with connecting details.

TERMINOLOGY

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

STRATEGIC PLANNING COMMITTEE MEMBERS

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

CHAIR

Jean Anne Highland, Chief of Staff

COMMITTEE ASSISTANT

Seirra Laughhunn, Executive Assistant to the President's Office

MEMBERS

Lynn Breer, Director of Institutional Research & Reporting
John Carpenter, Business Instructor/Program Coordinator, Management/Marketing

Lisa Cole, Director of Data Analytics

Tanishia Fulk, Student Services Specialist III - Admissions

Matt Greider, History Instructor

Pam Hartke, Associate Dean of Enrollment

Peighton Hinote, Coordinator for Student Communication & Initiatives

Ike Nwosu, Vice President for Academic Services

Tony Sharp, Director of Enterprise Applications

Madge Shoot, Comptroller

Lisa Shumard-Shelton, Director of Student Life

David Stewart, Chief Information Officer

Chris Strohl, Dean of Workforce Solutions & Community Education

Nermine Tawdros, Data Analyst & Assessment Coordinator

Laura Tucker, Custodian

Tessa Wiles, Director of Dual Credit & Honors Experience

SPONSOR

Josh Bullock, President



Guided Pathways Strategic Enrollment Management Plan FY 2023-2027

Bi-Annual Report to the Board of Trustees
July 14, 2025



LAKE LAND
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Update from the Guided Pathways Strategic Enrollment Management Lead:

We are pleased to present the third Guided Pathways Bi-Annual Report for the FY 2023–2027 planning cycle to the Board of Trustees and the College community.

This report offers a comprehensive summary of the institution's progress in implementing Guided Pathways initiatives over the past year. Guided Pathways is a student-centered, systemic approach to higher education designed to increase student success and streamline the academic journey from enrollment to completion.

The framework is built upon four foundational pillars:

1. Clarify the Path: Guided Pathways establishes clearly structured academic and career pathways that outline the courses, milestones, and experiences students need to reach their goals. These defined roadmaps help students make informed decisions, improving persistence and completion rates.
2. Enter the Path: Recognizing the varied challenges students face, Guided Pathways ensures robust support services that address academic, financial, and personal needs. Students receive individualized education plans, register for appropriate coursework early, and are introduced to their field of interest within the first year. This structured start helps them understand how their academic plans align with their career, transfer, and personal goals, while reducing confusion and eliminating unnecessary steps.
3. Stay on the Path: Through proactive advising, career exploration, and guided academic planning, students are equipped to make informed decisions and stay aligned with their goals. Timely, relevant information supports consistent progress and long-term success.
4. Ensure Learning: Guided Pathways involves continuous assessment and improvement. By analyzing student outcomes and institutional effectiveness, we identify areas for enhancement and implement data-driven strategies to improve learning and success.

The Guided Pathways Strategic Enrollment Management (GPSEM) Team, consisting of four working groups, has been meeting frequently over the past three years. Their work aligns with the College's strategic plan and focuses on four core areas:

1. Guided Pathways Implementation
2. Recruiting and Marketing
3. Onboarding Experience
4. Retention, Persistence, and Completion

This report outlines progress on GPSEM projects and the broader implementation of the Guided Pathways framework. It highlights key achievements, challenges encountered, and strategies for continued advancement. Drawing from institutional data and stakeholder input, the report provides an objective assessment of impact and areas for further development.

As part of our commitment to transparency and accountability, we report on the status of 15 identified projects scheduled throughout the five-year planning cycle. Seven projects are currently on track, five have been completed, and the remaining are either on hold or scheduled to begin later in the cycle.

The landscape of higher education is evolving as we speak. In June of 2025, after ten years of research, the Community College Research Center (CCRC) has taken a new look at the original Pathways framework and is presenting a “framework for moving forward”, and adding five areas (frontiers) for colleges to focus on to improve student outcomes:

1. Strengthening program career and baccalaureate transfer outcomes
2. Teaching students to be versatile learners
3. Strengthening recruitment and onboarding
4. Ensuring students complete in as little time and at as low a cost as possible
5. Building on-ramps to high-opportunity postsecondary pathways from high school

This Bi-Annual Report serves as both a reflection of our progress and a guide for continued efforts toward enhancing student success and completion rates by creating a more structured and supportive educational experience.



Pam Hartke
Associate Dean of Recruitment and Enrollment Management

GUIDED PATHWAYS STRATEGIC ENROLLMENT MANAGEMENT PLANNING MATRIX LAKE LAND COLLEGE 2023-2027



FOCUS AREAS	1. GUIDED PATHWAYS IMPLEMENTATION	2. RECRUITMENT AND MARKETING	3. ONBOARDING EXPERIENCE	4. RETENTION, PERSISTENCE AND COMPLETION
GOAL STATEMENTS	A. Fully implement Guided Pathways Model to enhance and support student success.	A. Operationalize a comprehensive recruiting and marketing plan to attract and retain new and current students.	A. Operationalize a structured onboarding process to improve the student experience.	A. Fully integrate EAB Navigate functionalities using a tiered approach to strengthen retention, persistence and completion efforts.
PRIORITY OBJECTIVES	<ol style="list-style-type: none"> 1. Assess current status of Guided Pathways implementation. 2. Create a plan to develop Guided Pathways components not yet adopted. 3. Establish a collaborative framework/communication plan for stakeholders to fully adopt GPS in their daily work. 4. Develop strategies to increase the awareness that SEM and GPS are the shared responsibility of everyone within the College to increase student recruitment, retention and completion 	<ol style="list-style-type: none"> 1. Audit current recruiting and marketing efforts. 2. Analyze results of recruiting and marketing audit to identify the gaps in effectiveness. 3. Establish a collaborative framework/communication plan for stakeholders to participate in recruitment and marketing efforts. 4. Establish, implement and assess strategies to increase the enrollment of the following specific target demographics: adult students, career/technical education students and first year students. 	<ol style="list-style-type: none"> 1. Use value stream mapping to audit the onboarding process for specific student groups (ex: incoming high school students, first time students, readmitted students and transfer students). 2. Analyze results of onboarding audit to identify gaps in effectiveness for all student categories and develop interventions to streamline the onboarding experience. 3. Establish a collaborative framework/communication plan for students and staff to adopt the improved onboarding process. 	<ol style="list-style-type: none"> 1. Identify EAB Navigate functionality for implementation to support retention, persistence and completion. 2. Develop identified EAB Navigate functionalities. 3. Establish a collaborative framework/communication plan for stakeholders to utilize EAB Navigate. 4. Establish an assessment plan for evaluating student success outcomes using EAB Navigate.

Enrollment Initiative Team- Update

The Enrollment Initiative Team was established to develop and implement strategies aimed at improving enrollment and registration outcomes. These initiatives play a key role in supporting the goals of our Guided Pathways and Strategic Enrollment Management (GPSEM) Team, which focuses on creating clear, streamlined pathways—including onboarding and registration—for both prospective and current students.

Summer 2025 Enrollment Recap

Thanks to the collaborative efforts across campus, Summer 2025 enrollment saw meaningful growth in nearly every key category:

- Headcount increased by 1.8% (1,456 students, up from 1,430 in 2024)
- FTE increased by 2.8%, totaling 532.1
- Applicants Enrolled or Matriculation Rate hit 40.82%
- Credit hours increased to 7,982
- Dual credit student headcount grew by 23.7%
- Non-degree enrollment increased 5.3%

The progress made was due to the collaborative effort from every team and department involved in student outreach, advising, and registration. While we didn't fully reach our targets of a 5% increase in FTE and Head Count or achieve 55% matriculation, we're committed to building on this momentum. As we look ahead to Fall, we're bringing valuable insights and new strategies to continue driving enrollment forward.







Fall 2025 Enrollment Goals & Progress

Looking ahead to the Fall 2025 semester, we continue to aim for a 5% increase in Headcount, 5% increase in FTE, and a 55% Applicant Enrollment (Matriculation) rate for the Fall term. As of this report, we have a solid start towards reaching these goals, and with continued efforts, we are confident we can reach and exceed our targets.

The Enrollment Initiative Team:

Associate Dean of Recruitment and Enrollment Management, Pam Hartke
 Chair of Counseling & Student Conduct, Heather Nohren
 Director of Marketing and Public Relations, Kelly Allee
 Director of Data Analytics, Lisa Cole
 Dean of Enrollment and Student Success, Jamie Corda Hadjaoui

GPSEM Plan 2023-2027- Project Lead


Number of Projects 5	 Achieved - strategy development complete	Project has been completed
7	 Meeting progress target	Project is on target and continuing to see activity
0	 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
2	 Project placed on hold	Project was not started as planned but will be in the future
0	 Abandoned	Project was determined to not be effective and has been cancelled

GPSEM Plan 2023-2027 - Projects


Focus Area 1: Guided Pathways Implementation

A. Fully implement Guided Pathways Model to enhance and support student success.

Objective 1: Assess current status of Guided Pathways implementation

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Research existing tools to assess our current status of implementation.			
Examine scale of adoption from CCRC to determine where the college is with GP implementation.	Pam Hartke		Achieved - strategy development complete
<p>Progress update: A Scale of Adoption was previously administered in Fall 2018. We reviewed the data and determined that it would be best to send out the CCRC Scale of Adoption again in the Fall 2022 to get the most up-to-date data from faculty and staff. We collected and evaluated the survey responses and determined that a majority of the faculty thought Guided Pathways implementation was completed, while the others were just unsure of the status. From the responses we determined that a need for increase communication to stakeholders was needed.</p>			

Objective 2: Create a plan to develop Guided Pathways components not yet adopted.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Analyze what components of Guided Pathways have yet to be adopted			
Study which components of Guided Pathways have yet to be adopted and what, if any, are the barriers of implementation	Pam Hartke		Meeting progress target
<p>Progress update:</p> <ol style="list-style-type: none"> 1. In the Fall of 2024, a new Dean of Enrollment and Student Success was hired, who will oversee the implementation of Guided Pathways. Having an administrator who can work collaboratively with both the Academic and Student Services divisions will make the implementation of GP a smoother process. 2. To identify the components of Guided Pathways that have yet to be adopted, we are meeting with the Guided Pathways Leadership Team members to discuss how and/or why some of the decisions were made at the beginning of the Guided Pathways Implementation. This will ensure that when changes are being made in the curriculum, we can evaluate the program maps to ensure they still follow the Guided Pathways model. 3. The college's lack of a First-Year Experience (FYE) is being addressed. Research has been done on the benefits of having an FYE program for new incoming students and how it positively affects retention. More research is needed to determine the best mode to execute the program so that it meets the needs of the students and the College. Creating and implementing an FYE involves collaboration with several different areas of the college, including academics, faculty, student services, etc. 4. The five frontiers of Guided Pathways. The five frontiers represent the evolution of this model, highlighting areas where further attention and refinement are needed to maximize Guided Pathways' impact on student outcomes and equity. 			

GPSEM Plan 2023-2027 - Projects

Objective 3: Establish a collaborative framework/communication plan for stakeholders to fully adopt GPS in their daily work

Strategic Project Description	Project Leader	Status Options	Progress Update
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Action Plan: Develop and scale a collaborative framework/communication plan for stakeholders to fully adopt GPS in to their daily work.

Creating a communication plan for the faculty, staff, and all stakeholders will help them stay in touch, be aware of the implementation stages, and adopt Guided Pathways into their daily work.

Pam Hartke



Meeting progress target

Progress update:

1. Continuing to submit updates in the Laker Low Down- complete
2. Attending Supervisor Meetings and Employee Meetings to give progress updates- complete
3. A weekly bulletin is sent out every Wednesday to all faculty and staff with enrollment updates

Objective 4: Develop strategies to increase the awareness that SEM and GPS are the shared responsibility of everyone within the College to increase student recruitment, retention and completion.

Strategic Project Description	Project Leader	Status Options	Progress Update
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Action Plan:

Audit current communication plans and collaborate with our Coordinator of Student Communication and Initiative, to incorporate this message in with the communication plan that to faculty, staff and all the stakeholders.

Pam Hartke



Future Project


Progress update: Project will being in FY24 or later after the communication plan for the stakeholders in Objection 3 is complete.

GPSEM Plan 2023-2027 - Projects

Focus Area 2: Recruitment and Marketing


A. Operationalize a comprehensive recruiting and marketing plan to attract and retain new and current students.

Objective 1: Audit current recruiting and marketing efforts.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Complete SWOT analysis of our current marketing activities.			
Identify the College's current marketing and recruitment plans including target audiences, tools, tactics and practices. Catalog current marketing and recruitment initiatives within specific academic programs and/or departments. Document data/results from these activities	Kelly Allee		 Meeting progress target
<p>Progress Update: In this analysis, we determined that the process to apply to the College presented many barriers to students. As a result, we worked closely with Admissions and Records and several stakeholders across the College to change the "Intent to Enroll" to an "Application." The change went into effect in early September. Lake Land is now using language that is more accessible and clear to prospective students. This SWOT analysis assisted the website redesign team in simplifying the steps a student needs to take to move through the process of becoming a new student. This will be reflected in the new "I am a Future Student" web page.</p>			


GPSEM Plan 2023-2027 - Projects

Objective 2: Analyze results of recruiting and marketing audit to identify the gaps in effectiveness.


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Analyze data that has been gathered from a high level to identify opportunities for improvement and audit target audiences.			
Assess the College's and departmental current marketing, communication and recruiting efforts. Both collectively and individually. Assess the College's current target audiences against new/potential audiences. Assess the topics that we are marketing and/or communicating – i.e. cost, online learning, hyflex, personalization, caring. Review processes used to gather information for reaching the target audiences.	Kelly Allee		 Meeting progress target
Progress Update: <ul style="list-style-type: none"> • Through this effort, we have identified gaps in communicating with dual credit students, gaps in audiences such as GED graduates, the minimal return on investment for the DOC outreach efforts, and the opportunity to review all email content. • We video-captured the process of filling out the Laker Profile and filing an intent to enroll. We used the results of our investigation into filling out a Laker Profile and submitting an Intent to Enroll to influence improvements to the Laker Profile and to the Dual Credit Intent. We have also used this information to guide the creation of the new website – to help people clearly see the action that needs to be taken on the website and to communicate the value of Lake Land. • We have improved the flow of communication to those who Request More Information. • We have started analyzing the programs that readmit students go into to determine if there are any trends that we can use in marketing. • We also identified in analyzing the data that Laker Visit Day and Campus visits have a high rate of conversion to applicants and are thus increasing the promotion of visit opportunities. • We have added communication pieces to Dual Credit students and to the No College group. • For the first time in years, we will be mailing a printed schedule to everyone in the district. We have also created a website landing page for someone to request a printed schedule and/or to meet with an Academic Counselor. We have also created thumbnails for the PDF schedules on the web page. We will monitor clicks and web traffic to these two sites to see if these formats are helpful or used by potential students and/or the public. • We added videos to each Area of Study to help people see the different majors in those areas. • Marketing began working with Admissions to identify mail pieces and ads that are sent to HS students to create best practice touch points that • We have more work to do in creating new communication plans for potential audiences and in analyzing data. • We have identified an action item as creating calendy appointments for Campus Visits on the web page. • We continue to monitor the printed schedule initiative and will make a determination on the future following the next academic year. • We are using data from the Enrollment Initiatives Team to deliver digital ads to students who have applied but not enrolled, stopped out, and not entered college immediately following high school graduation. 			

GPSEM Plan 2023-2027 - Projects

Objective 3: Establish a collaborative framework/communication plan for stakeholders to participate in recruitment and marketing efforts.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Develop resources that faculty and staff can use to meet them where they are in the scope of marketing and reaching out to the community about their programs and services.			
Empower employees with the knowledge and resources needed to be excellent ambassadors for Lake Land College. Empower alumni, board members and professional advisory board members with this same knowledge.	Kelly Allee		Meeting progress target
Progress Update: 1. Hosted the Keynote Presentation for the 2024 Fall Staff Development in partnership with the Enrollment Initiatives Team. The purpose of this was to help employees feel comfortable when someone asks them a Lake Land question in their community. The attendance was great and the activity was very engaging. The feedback was very positive and the session was scored with all 4.0s and 5.0s. 2. We continue to use the Outreach (marketing) Toolkit with College Faculty and Staff with excellent results. 3. We are building relationships and outcomes in this area with several faculty working with the MPR and REM offices to build outreach plans and marketing materials. Some examples include Criminal Justice, Medical Assistant, the Humanities Division, Sociology and Art.			

Objective 4: Establish, implement and assess strategies to increase the enrollment of the following specific target demographics: adult students, career/technical education students and first year students


Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Identify the target populations and develop personas for each.			
Identify target audiences. Identify characteristics and messaging for target audiences. Develop communication and marketing tactics.	Kelly Allee		Project placed on hold
Progress Update: 1. We have developed a Communication/Outreach plan for GED students. Our goal is to pilot this plan in the Spring 2025 semester, re-evaluate and then determine how to move from pilot to operational for Fall 2025. 2. Through the work of the Enrollment Initiatives Team we have developed a Spring 2025 Marketing, Recruitment and Retention Plan with activities across Counseling Services, Recruitment and Enrollment Management and Marketing and Public Relations. 3. We developed a robust plan to communicate with GED students/graduates. Due to limited staffing, this plan is on hold.			

GPSEM Plan 2023-2027 - Projects

Focus Area 3: Onboarding Experience

A. Operationalize a structured onboarding process to improve the student experience

Objective 1: Use value stream mapping to audit the onboarding process for specific student groups (ex: incoming high school students, first time students, readmitted students and transfer students).

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Define the timeline of the onboarding experience and develop a communication flow outlining this experience for all student groups to assist us with identification of pain points and gaps in our onboarding process.			
<p>The group charged with focus area # 3-Onboarding Experience will meet with representatives from ISS, admissions, workforce development, financial aid, dual credit, foundation, and counseling to flowchart staff processes and onboarding experiences for 6 different populations of students. As a result the following was accomplished:</p> <p>Progress Update: 1. Time period of onboarding was defined: Onboarding experience begins when a prospective student demonstrates interest in Lake Land College when beginning a Laker Profile. Onboarding experience ends once a student is retained at the 10th day of their first semester. At this point in time, focus area # 4 – RPC (retention, persistence and completion) begins.</p> <p>2. Communication pieces including email campaigns, letters, text campaigns, flyers and other communication pieces were gathered for 6 student groups. These groups include non-degree, readmit/transfer, degree/certificate seeking, special admissions, dual credit students and workforce development students (ESL/GED).</p> <p>3. Visio performance was identified as the prime software to flowchart the onboarding experience for 6 student groups.</p> <p>4. Flowcharting to the 6 groups utilizing Visio Performance was completed. Communication flow within each chart documents what is communicated, from which department it is communicated, when it is communicated and how often it is communicated. We also identified when processes kick off for students which includes technology access, financial aid processing and other staff processes that are key to onboarding students.</p>	Heather Nohren		Achieved - strategy development complete

GPSEM Plan 2023-2027 - Projects

Objective 2: Analyze results of onboarding audit to identify gaps in effectiveness for all student categories and develop interventions to streamline the onboarding experience.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Identify painpoints for new students onboarding to Lake Land College by analyzing the communication flowcharts developed for each student population enrolling (new, readmit, transfer, special admissions, dual credit, non-degree).			
<ol style="list-style-type: none"> 1. Determine painpoints for students when completing the Laker Profile and Intent to Enroll. 2. Identify communication gaps from the point of completing the Laker Profile to Course registration for all student populations. 3. Determine how we can personalize our communications with students while onboarding students. 	Heather Nohren		Meeting progress target
<p>Progress Update:</p> <p>1. Partnered with workforce development and added Chris Strohl to the Onboarding Task Force. ESL and GED populations continue to rise and are an important student group to encourage and onboard to college credit coursework once students are ready to transition.</p> <p>2. Continued work with ISS to utilize the new student Hub (Pathify) for student electronic checklists as students onboard. Met with ISS to determine how new students will be coded with specific roles so they see the correct onboarding tasks per student group (degree/certificate seeking students vs non-degree students, for example). Pathify is set to be implemented in Spring, 2025. We will continue working with ISS to ensure the electronic checklists work for students. Welcome checklists were identified as the appropriate checklists for students to see in an electronic format to ensure the information students receive when onboarding is consistent.</p> <p>Pathify was successfully implemented as the new Laker Hub in Spring 2025, as planned. As a next step, meetings are scheduled for Summer 2025 to explore the integration of New Student Orientation access and communications directly into a student's personalized Laker Hub. This transition aims to eliminate the need for students to manually enter a URL in a browser, streamlining access to orientation materials and improving the student experience.</p> <p>Additionally, efforts will continue throughout the summer to design and implement student-specific tasks and user-friendly electronic checklists within the new Laker Hub. These tools will support key onboarding steps tailored to different student populations, helping to ensure a smoother, more guided transition for students as they complete the onboarding process.</p> <p>3. Improved New Student Orientation communication with students during the Summer and Fall 2024 semesters, utilizing Navigate for automated texting and enrollment campaigns. These efforts resulted in a 20% increase in New Student Orientation attendance for Summer and Fall 2024 terms.</p> <p>4. Determined there is a need for additional communication with students while onboarding, especially between the time of application and registration. The enrollment initiatives team pulled data that highlighted the month students applied and the percentage of students who actually registered for courses.</p> <p>5. Counseling Services and Admissions and Records partnered to pull lists of students who were not registered and were readmitting/transferring to the College. Counseling Services utilized Navigate to build a text enrollment campaign, offering to arrange an individualized appointment with a counselor. 25% of readmit/transfer students within the campaign registered for courses for the Fall 2024 semester.</p> <p>6. Expanded Orientation Options through Counseling Services</p> <p>In response to feedback from both prospective students and staff, Counseling Services identified the need to offer a fully in-person orientation format. As of May 2025, students now have the option to choose between two orientation formats:</p> <ul style="list-style-type: none"> • Hybrid Orientation: Includes an online component followed by a one-on-one counseling appointment, which can be conducted in person, by phone, or via Zoom. • Fully In-Person Orientation: All orientation content is delivered in person, followed by an individualized, in-person counseling appointment. <p>This expanded approach allows students to select the format that best fits their learning style and scheduling needs. Counseling Services will be collecting data and feedback from participants in both formats to assess effectiveness and identify future improvements.</p>			

GPSEM Plan 2023-2027 - Projects

Objective 3: Establish a collaborative framework/communication plan for students and staff to adopt the improved onboarding process.

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Through detailed flowcharting, data gathering, and identification of pain points in the current onboarding process, the taskforce has recognized a critical need for a comprehensive case management student support system. This system would serve prospective students, applicants, and newly registered students through the critical first 10 days of each semester – an early window when student support is most impactful.

Heather Nohren



**Achieved - strategy
development complete**

Progress Update: To address this, the Onboarding Task Force recommends that the institution's new strategic plan prioritize the implementation of a case management approach within student services. Specifically, during the 2025-2026 academic year, the following would be recommended:

- Adopting and training users on dedicated case management software
- Identification of case management best practices among departmental leaders
- Case management process mapping across departmental units
- Identification of student services staff to provide personalized, efficient, and proactive support utilizing the new case management approach throughout the early stages of the student experience.

Implementation of a case management approach will assist with the following:

- Improving matriculation rates from prospective student, to applicant, to registered student
- Ensuring students are connected with the right staff and resources at the right time, especially since data indicates students who apply earlier need consistent personalized touchpoints while they wait to register
- Increasing student satisfaction and engagement during onboarding
- Reducing student attrition during the first 10 days of registration
- Tracking and identifying common student needs during the onboarding period
- Enhancing cross-departmental coordination and responsiveness
- Addressing the unique needs of adult learners entering competency-based programs
- Supporting students enrolled in workforce development, ESL, GED and other non-traditional programs as they transition to college credit coursework


This approach aligns with the institution's commitment to student success and supports Lake Land College's new strategic direction of streamlining enrollment processes and technology and facilitating access to comprehensive support services.

GPSEM Plan 2023-2027 - Projects


Focus Area 4: Retention, Persistence and Completion


A. Fully integrate EAB Navigate functionalities using a tiered approach to strengthen retention, persistence and completion efforts.


Objective 1: Identify EAB Navigate functionality for implementation to support retention, persistence, and completion

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Identify EAB Navigate functionality areas that affect RPC			
Following EAB Navigate implementation guidelines, key departments will define their RPC efforts and identify functionality that will assist them to achieve current RPC goals.	Jennifer Melton		Achieved - strategy development complete
Progress Update: A tool to identify RPC goals, RPC efforts, and supportive EAB functionality was introduced at the March 19, 2024 SSLT meeting. And all identified departments have fully implemented Navigate and all student/faculty and staff are using Navigate.			

Objective 2: Develop identified EAB Navigate functionalities.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Accomplish Phases I & II of the EAB Navigate Implementation Project Plan			
Build and leverage specific EAB Navigate elements to maximize consistent and impactful utilization by constituencies according to the phased roll-out guidance provided by EAB. Make adjustments over time to continually improve effectiveness of engagement with the product.	Jennifer Melton		Achieved - strategy development complete
Progress Update: All campus service departments have been introduced to Navigate's functionality and have adopted it at various levels according to the attached Adoption Grid. Administrative guidance regarding expected use for various offices will encourage fuller adoption over time. Students are utilizing Navigate for information, communication, and registration. As campus offices participate in fuller adoption, student utilization is expected to increase.			

GPSEM Plan 2023-2027 - Projects			
Objective 3: Build and leverage specific EAB Navigate elements to maximize consistent and impactful utilization by constituencies according to the phased roll-out guidance provided by EAB. Make adjustments over time to continually improve effectiveness of engagement with the product.			
StrategicProject Description	Project Leader	Status Options	Progress Update
Action Plan: Implement EAB's Communication Strategy Toolkit across campus.			
<p>The majority of this project will be defined by the EAB Navigate implementation following their recommended guidelines. EAB provides a Communication Strategy Toolkit to ensure that the entire campus community is engaged in Navigate and has a voice in the shared strategy.</p> <p>Progress Update:</p> <ol style="list-style-type: none">1. During the Spring of 2025, three rounds of progress reports were done instead of just a midterm round. While we're still learning how to improve the response rate, the feedback from the student service units who use the progress report data (TRiO, Athletics/LV Judging, and Accommodations) was that the more frequent requests were helpful in terms of identifying students at risk of attrition earlier.2. In Spring 2024, the previous Navigate AP admin developed a differentiated calendar (also referred to as the toolkit) that highlights retention efforts. This calendar was developed for all student services units. Some of these efforts in the calendar have been piloted but there are still more initiatives to be identified. After the retirement of the initial Navigate Ap Admin, a new one has been onboarded at the end of Spring 2024 into Summer 2024. The goal is to revisit the calendar and begin implementing the new retention initiatives identified by each student services unit.3. In Fall 2024, the calendar was revisited for implementation in Spring 2025. The goal is for the Navigate Ap Admin to meet with student services department leaders to continue working on this initiative.4. Navigate Ap Admin continues to work towards implementing new care units and strengthening the features being used by existing care units.	Jennifer Melton		Meeting progress target

GPSEM Plan 2023-2027 - Projects			
Objective 4: Establish an assessment plan for evaluating student success outcomes using EAB Navigate.			
Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Define Matrix analytics that need to be monitored to ensure student success			
Define the outcomes required to monitor the success of the students while capturing trends that help identify at risk students in advance. Ensure that these students are being placed in the retention alert system early in their time at the College. The majority of this project will be defined by the EAB Navigate implementation following their recommended guidelines.	Jennifer Melton		Project placed on hold
Progress Update: In the spring of 2025, the team has been actively working through the challenges that have arisen when ensuring the validity of the data inside the historical and predictive analytics component of the Navigate software. As of the time of this report in July 2025, the team is still working with Navigate on some issues.			

TERMINOLOGY

CAFETERIA MODEL	A common community college model in which institutions provide many disconnected, disjointed services, programs, and activities; it is often up to each student to navigate the complexities of the college experience
COHORT	Students grouped together by meta-Major or similar group for data collection, analysis, and big -picture decision-making about pathways development. Students will have at least one statistical factor in common.
GATEKEEPER COURSES	The first or lowest-level college-level course students must take and successfully complete in order to progress along his or her academic pathway.
GUIDED PATHWAYS MODEL	An institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from his/her point of entry through to the attainment of high-quality postsecondary credentials and careers with value in the labor market. Guided Pathways is an umbrella term used to describe highly structured student experiences that guide them on the pathway to completion.
KEY PERFORMANCE (KPIs)	A set of metrics designed to measure students' progress through milestones on his or her pathway. Specifically used to monitor the effects of institutional interventions.
META-MAJOR	A set of metrics designed to measure students' progress through milestones on his or her pathway. Specifically used to monitor the effects of institutional interventions.
MILESTONE MARKERS/COURSES	Measurable educational achievements that denote essential degree-advancing courses such as completing a college-level math course or a number of units within a defined period of time. May prompt a "nudge."
NUDGES	Actions that guide decision making while preserving freedom of choice.

ONBOARDING	The process of helping students move from application to first-day attendance by simplifying admissions, financial aid, orientation, and registration.
PATHWAY/ROAD MAP	A descriptive and easy-to-use plan detailing the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market. Includes the route a student takes to connect with, enter, progress through, and complete his/her program of study, as well as the skills they need to acquire for the labor market they will enter after their certificate or associate or baccalaureate degree.
PROGRAM	A set of courses and related activities that lead to an attainment of educational objectives such as a certificate or an associate's degree; often referred to as a major of study.
ON-RAMP	The integration of developmental education as a part of helping students successfully complete the critical introductory college-level courses in their initial field of interest. It may consist of co-requisite coursework designed to scaffold students' success in critical college-level courses. Aligns math and other foundational skills coursework with a student's program of study and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program gateway courses.
STUDENT EDUCATIONAL PLAN(SEP)	A term-by-term individualized plan of courses a student should take based on his/her placement levels, full-time/part-time status, summer term plans, and pathway selection. The SEP should guide students through registration. Deviation from the SEP may adversely impact a student's financial aid and lead to excess unit accumulation.
STRUCTURED PROGRAMS	Streamlined programs of study featuring clear choices, limited electives, and targeted coursework relevant to a career roadmap or credentials required for transfer.
STACKABLE CREDENTIALS	Certificate or degree programs that offer off-ramps and on-ramps for students who need to move between higher education and the workforce. In stackable credentials pathways, students' earned credits count toward the next certificate or degree.

Guided Pathways Strategic Enrollment Management Team

Chair: Associate Dean of Recruitment and Enrollment Management: Pam Hartke
Team Assistant: Administrative Assistant for Enrollment & Student Success: Nicole Ethridge

Members:

Dean of Enrollment and Student Success: Jamie Corda Hadjaoui
Dean of Workforce Solutions & Community Education: Chris Strohl
Director of Marketing and Public Relations: Kelly Allee
Director of Data Analytics: Lisa Cole
Director of Dual Credit: Tessa Wiles
Chair of Counseling and Student Conduct: Heather Nohren
Director of Financial Aid and Veteran Services: Jennifer Hedges
Coordinator of Student Communication & Initiatives: Peighton Hinote
Chief Information Officer: David Stewart
Director of Enterprise Applications: Tony Sharp
Dean of Academic Operations: Emily Ramage
Director of Student Life: Lisa Shumard-Shelton
Agriculture Business Faculty Instructor: Ryan Wildman
Counselor Student Accommodations, Mental Health Initiatives: Ellie Haskett
Academic Counselor: Jennifer Melton
Academic Counselor: Kellie Niemerg

Co-Sponsors:

Vice President for Student Services: TBD
Vice President for Academic Services: Ikemefuna Nwosu

**Lake Land College 2023-2027 Guided Pathways SEM Planning
Working Groups by Focus Areas**

Focus Area 1: Guided Pathways Implementation

Leader: Pam Hartke

Members: Jamie Corda Hadjaoui
Emily Ramage
Ryan Wildman
Nicole Ethridge

Focus Area 3: Onboarding Experience

Leader: Heather Nohren

Members: Jennifer Hedges
Kellie Niemerg
David Stewart
Tessa Wiles

Focus Area 2: Recruitment and Marketing

Leader: Kelly Allee

Members: Peighton Hinote
Ike Nwosu
Chris Strohl
Vacant

**Focus Area 4: Retention, Persistence,
and Completion**

Leader: Jennifer Melton

Members: Ellie Haskett
Lisa Cole
Tony Sharp
Lisa Shumard-Shelton

Calendar of Events

Monday, July 14, 2025	5 p.m. – Board Dinner – Foundation and Alumni Center 6 p.m. – Board Meeting – Board and Administration Center, 011
Wednesday, July 30, 2025	3- 7 p.m. – Lake Land College Effingham Technology Center Grand Opening ETC – Effingham, IL (Dedication ceremony at 5:30 p.m.)
Thursday, August 14, 2025	Buildings and Site Committee Meeting 8 a.m. – Board and Administration Center, 011 Resource and Development Committee Meeting 9 a.m. – Board and Administration Center, 011
Monday, August 18, 2025	5 p.m. – Board Dinner – Effingham Technology Center, Effingham, IL 6 p.m. – Board Meeting – Effingham Technology Center, Effingham, IL
Thursday, September 4, 2025	Buildings and Site Committee Meeting 8 a.m. – Board and Administration Center, 011 Finance Committee Meeting 9 a.m. – Board and Administration Center, 011 Resource and Development Committee Meeting 10 a.m. – Board and Administration Center, 011
Monday, September 8, 2025	5 p.m. – Board Dinner – Foundation and Alumni Center 6 p.m. – Board Meeting – Board and Administration Center, 011
Thursday, October 9, 2025	Buildings and Site Committee Meeting 8 a.m. – Board and Administration Center, 011 Finance Committee Meeting 9 a.m. – Board and Administration Center, 011 Resource and Development Committee Meeting 10 a.m. – Board and Administration Center, 011
Monday, October 13, 2025	5 p.m. – Board Dinner – Foundation and Alumni Center 6 p.m. – Board Meeting – Board and Administration Center, 011
Thursday, November 6, 2025	Buildings and Site Committee Meeting 8 a.m. – Board and Administration Center, 011 Finance Committee Meeting 9 a.m. – Board and Administration Center, 011 Resource and Development Committee Meeting 10 a.m. – Board and Administration Center, 011
Monday, November 10, 2025	5 p.m. – Board Dinner – Foundation and Alumni Center 6 p.m. – Board Meeting – Board and Administration Center, 011
Thursday, December 4, 2025	Buildings and Site Committee Meeting 8 a.m. – Board and Administration Center, 011 Finance Committee Meeting 9 a.m. – Board and Administration Center, 011 Resource and Development Committee Meeting 10 a.m. – Board and Administration Center, 011

Monday, December 8, 2025

5 p.m. – Board Dinner – Foundation and Alumni Center

6 p.m. – Board Meeting – Board and Administration Center, 011



MEMO

TO: Dr. Josh Bullock, President

FROM: Bill Jackson, Director of Athletics

DATE: June 30, 2025

RE: Board Policy 07.12 Talented Student Awards-Baseball Athletic Scholarships

On June 18, 2025, the National Junior College Athletic Association (NJCAA) released updates regarding the number of Athletic Scholarships allowed for NJCAA baseball programs. With a recommendation from the NJCAA baseball sports committee, the Board of Regents approved the recommendation to allow baseball programs to increase the number of scholarships from 24 to 30 scholarships effective immediately.

With NJCAA recently extending this scholarship provision, the Athletic Department has requested approval to award additional scholarships implemented in the summer of 2025 which will affect the 2025-2026 academic year.

With your approval, we would like to present this recommendation to the Board of Trustees at their July 14 meeting and ask that they approve a revision to the Athletic Scholarship Guidelines, allowing these additional Athletics Scholarships in accordance with NJCAA Guidelines.



MEMO

TO: Jean Anne Highland, Chief of Staff
FROM: Beth Craig, Grants Writer and Coordinator
CC: Lynn Breer, Director of Institutional Research and Reporting
RE: Acceptance of FY26 ICCB PATH Grant

Lake Land College has received a one-year grant for \$360,104.54 from the Illinois Community College Board (ICCB) Pipeline for the Advancement of the Healthcare Workforce Program (PATH). This grant program was established to create, support and expand the opportunities of individuals to enter in or advance their careers in the healthcare industry by obtaining credentials, certificates and degrees. This is the fourth year the College has received this grant.

For the fourth year of this grant, grant funds will predominantly be used to help furnish the Effingham Technology Center (ETC) with healthcare equipment and supplies needed to teach allied health programs. Purchases may include Dell computer monitors to accompany child and male manikins, a pyxis automated medical dispenser, headwalls, and a resuscitation quality improvement (RQI) program.

In addition, tutoring opportunities will again be offered to students. These will be led by faculty who teach their courses and will be offered at convenient times for students. Funds will also be used for student tuition assistance upon satisfactory completion of coursework. Finally, grant funds will also be used to defray the costs for allied health nursing faculty to attend conferences and training in order to prepare for the upcoming accreditation process.

I respectfully request that the Board of Trustees accept this grant award.

STATE OF ILLINOIS		AGENCY : Illinois Community College Board
Organization Name: Lake Land College	UEI# CXUHYLV7VZN7	NOFO: PATH
		Fiscal Year(s): July 1, 2025 to June 30, 2026

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-17. Eligible applicants requesting funding for only one year should complete the column under "Year 1." Eligible applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A -- STATE OF ILLINOIS FUNDS

Revenues	Year 1	Year 2	Year 3	TOTAL
(a). State of Illinois Grant Amount Requested	\$ 360,105			\$ 370,539

BUDGET SUMMARY STATE OF ILLINOIS FUNDS

Budget Expenditure Categories OMB Uniform Guidance Federal Awards Reference 2 CFR 200	Year 1	Year 2	Year 3	TOTAL
1. Personnel (Salaries & Wages) 200.430	\$ 3,000			\$ 3,000
2. Fringe Benefits 200.431	\$ 360			\$ 360
3. Travel 200.474	\$ 20,000			\$ 20,000
4. Equipment 200.439	\$ 163,083			\$ 163,083
5. Supplies 200.94	\$ 34,910			\$ 34,910
6. Contractual Services (200.318) & Subawards (200.92)				\$ -
7. Consultant (Professional Services) 200.459	\$ -			\$ -
8. Construction	\$ -			\$ -
9. Occupancy (Rent & Utilities) 200.465	\$ -			\$ -
10. Research & Development (R&D) 200.87	\$ -			\$ -
11. Telecommunications	\$ -			\$ -
12. Training & Education 200.472	\$ -			\$ -
13. Direct Administrative costs 200.413	\$ -			\$ -
14. Miscellaneous Costs	\$ 130,010			\$ 130,010
15. A. <u>Grant Exclusive Line Item(s)</u>	\$ -			\$ -
B. <u>Grant Exclusive Line Item(s)</u>	\$ -			\$ -
16. Total Direct Costs (lines 1-15) 200.413	\$ 351,363			\$ 351,363
17. Indirect Costs* (see below) 200.414				\$ -
Rate: _____ % Base: _____	\$ 8,741			\$ 8,741
18. Total Costs State Grant Funds (lines 16 and 17)	\$ 360,104	\$ -	\$ -	\$ 360,104



MEMO

TO: Dr. Bullock, President
FROM: Dustha Wahls, Director of Human Resources
CC: John Woodruff, Vice President for Business Services
DATE: June 11, 2025
RE: IPRF Safety Grant

I would like to request that the Board of Trustees accept the IPRF Safety & Education Grant Award. This grant is provided by the Illinois Public Risk Fund, who administers our workers compensation program. This grant is for \$18,777 and is designed to ease the burden of safety-related expenses. This grant will cover products that are identified by IPRF Loss Control agents that will assist in reducing injuries or illness.

Recommended motion: Approve as presented the IPRF Safety & Education Grant in the amount of \$18,777 for safety-related expenses.



MEMO

TO: Jean Anne Highland, Chief of Staff
FROM: Beth Craig, Grants Writer and Coordinator
CC: Lynn Breer, Director of Institutional Research and Reporting
RE: Acceptance of FY26 TRIO Student Support Services Grant

Lake Land College has received a five-year TRIO Student Support Services (SSS) grant from the United States Department of Education. The first-year award will be \$286,109. This grant program was established to increase the retention and graduation rates of students who are traditionally underrepresented in higher education, which includes low-income, first-generation and students with disabilities. Lake Land College received their first TRIO SSS grant in 2005.

Grant funds will be used to serve 160 low-income, first-generation, and/or disabled students through the project. Students will receive individualized academic, career, and personal counseling as well as participation in specialized activities and instruction and opportunities to participate in cultural programming. Participants will be tracked to determine progress toward degree completion each semester as well as to address academic needs as they arise.

Grant funds will also be used to support TRIO staff who will administer the grant and implement grant activities. Materials and supplies to implement project activities will also be purchased with grant funds.

I respectfully request that the Board of Trustees accept this grant award.

TRIO Student Support Services at Lake Land College 2025-26 Budget

<p>The 2025-26 SSS budget of \$286,109 complies with Lake Land College board policies and is reasonable, cost effective and adequate to achieve SSS project objectives (34 CFR §646.21).</p> <p><i>Budget items preceded by an asterisk (*) indicate costs associated with Competitive Preference Priorities.</i></p>	
1. PERSONNEL	2025-26
<p>Salaries and wages are based upon Lake Land College's guidelines and are competitive within budget limitations to attract qualified candidates. The budget includes 1 Full-time shared Director of TRIO Programs (60% time and effort for SSS/40% time and effort for TS), which has been previously approved by both SSS and TS ED program officers. The Project also includes 1 Full-time (100% time and effort) Project Coordinator, 1 (100% time and effort) Full-time Advisor, 1 Part-time Administrative Assistant, and 1 Part-time Tutor/Peer Mentor to serve 160 participants.</p>	
Full-Time	
Director of TRIO Programs (Full-time, shared 60% SSS/40% TRIO TS)	\$54,088
*Coordinator of TRIO SSS (Full-time, 100% time and effort)	\$51,295
*Advising Counselor (Full-time, 100% time and effort)	\$49,908
Part-Time	
Admin. Assistant (Part-time, 15 hours/week)	\$10,530
Part-time Student Worker (10 hours/week for 10 months - provided by college)	\$0
TOTAL PERSONNEL	\$165,821
2. FRINGE BENEFITS	2025-26
<p>Full-time fringe benefits include health insurance, dental insurance, life insurance, State University Retirement System contribution for 1 (60%/40% time and effort) shared Director of TRIO Programs, 2 (100% time and effort) professional staff positions, 1 Part-time Administrative Assistant. Lake Land College is committed to providing benefits to Project Staff. Fringe benefits of staff costs total to 50% of salary cost. 2 CFR §200.431</p>	
Health Insurance, Life Insurance, and Dental (2 at 100%, 1 at 60%)	\$63,101
Illinois State University Retirement System (2 at 100%, 1 at 60%, 1 Part-time)	\$18,952
TOTAL FRINGE	\$82,053
3. TRAVEL	2025-26
Staff Travel:	
<p>The budget request for Staff Travel is reasonable, cost-effective, and necessary to maintain and improve the professional ability of Project Staff to deliver services to Participants effectively. The budget request for staff travel includes funds for Project staff to attend the national and state TRIO conferences and Department of Education TRIO priority training. The state TRIO conference will focus on educating college access professionals on new trends in college access and retention and will include discussions on best practices. Staff Travel does not exceed 4% of total Project Salaries and adheres to the recommended travel guidelines developed by the Federal TRIO Programs. The per diem is based on the College's established rate. All Staff Travel is related to the Project's overall purpose and proposed activities to achieve all mandated objectives. (not including conference registrations). 2 CFR §200.475</p>	
(1) National Conference for (1) Project Director	\$1,215
Airfare/Ground Transportation/Airport Parking x 1 staff = \$420; Lodging \$200 x 3 nights x 1 staff = \$600; Per Diem \$65 x 3 days = \$195	
(1) State/Regional Conference for (1) Director and (2) Project Staff	\$3,010

Ground Transportation x 3 staff = \$625; Lodging \$200 x 3 nights x 3 staff = \$1,800; Per Diem \$65 x 3 days x 3 staff = \$585	
TOTAL STAFF TRAVEL	\$4,225
Participant Travel:	
The budget for Participant Travel provides opportunities not usually available to disadvantaged college students to attend college, career, and cultural enrichment field trips. Travel costs, including transportation, meals, and registration fees, are reasonable and justifiable. Indirect costs are not collected from Participant Travel per guidelines. 2 CFR §200.68* (Permissible Service, CPP1, CPP2)	
Fall Semester:	
*Regional University/Cultural event - Meals and Transportation \$35 x 14 people	\$490
*Local Career Site Tours - Meals and Transportation \$23 x 22 people	\$506
Spring Semester:	
*Regional University/Cultural event - Meals and Transportation: \$35 x 14 people	\$490
TOTAL PARTICIPANT TRAVEL	\$1,486
4. EQUIPMENT - (Not Applicable)	
5. SUPPLIES	2025-26
The budget request for Supplies includes consumable office supplies (pens, paper, envelopes, file folders, paper clips, staples, etc.). Funds for technology are also requested to purchase printers, scanners, and computers. The supply funds requested will also be utilized to buy financial literacy and career exploration workshops and assessments. Additionally, the budget request for Supplies includes database and technical support with the Annual Performance Report (APR) at the end of the year (summative evaluation) and for help generating weekly and monthly performance reports (formative evaluation) to track progress toward achieving Project goals throughout the year. These supplies are essential for Project services and activities and are reasonable and cost-effective.	
Instructional Supplies: Supplies and materials to support student services directly.	
* Technology (Laptop for use with students)	\$1,060
* Instructional materials and resources for workshops, individual instruction and Student Ambassador meetings: financial literacy materials, study resources and handouts, program calendars and related supplies, workshop refreshments. Assessment and service software subscriptions, such as *Noel Levitz, *Pathful Explore	\$3,090
Office Supplies: Consumable office supplies. (Pens, file folders, paper, etc.)	\$1,663
*Project Database & Technical Support	\$1,500
*Staff desktop and copy printing	\$786
TOTAL SUPPLIES	\$8,099
6. CONTRACTUAL (Not Applicable)	
7. CONSTRUCTION (Not Applicable)	
8. OTHER	
The items requested in the Other category include printing of forms, flyers, and brochures. Additional funds will provide Project staff with virtual training and professional development/in-service training. Funds in Other will pay the Project staff registration fees for the National and State TRIO conferences. The funds requested in Other are essential to carry out Project services to achieve objectives.	
National Conference for Project Director \$1000, (2) State Conference @ \$300 ea.	\$1,600
Professional Development, Virtual Training & Workshops	\$800

Printables: Brochures, Posters, Applications & other materials for informing stakeholders and students.	\$942
<i>TOTAL OTHER</i>	\$3,342
9. TOTAL DIRECT	\$265,026
<i>Modified Total Direct (Minus Participant Travel)</i>	\$263,540
<i>Indirect Costs</i>	\$21,083
11. TRAINING STIPENDS - (Not Applicable)	
12. GRAND TOTAL	\$286,109
COST PER PARTICIPANT	\$1,788



MEMO

TO: Jean Anne Highland, Chief of Staff
FROM: Beth Craig, Grants Writer and Coordinator
CC: Lynn Breer, Director of Institutional Research and Reporting
RE: Acceptance of FY2025 IGEN Supplemental Funding Grant

Lake Land College has received a Supplemental Funding grant from the Illinois Green Economy Network (IGEN). The total amount of grant funding received is \$78,186.63. This grant opportunity was established to fund eligible projects that are related to energy efficiency or renewable energy, including equipment, installation or upgrade projects. The eligible projects had to be completed with College funds spent during the fiscal year between the dates of July 1, 2024 and May 31, 2025.

Per grant guidelines, Lake Land College wrote for grant funds in order to be reimbursed for projects that have already been completed. Grant funds were used to pay for light fixtures for pole lights and bollards at the new Lake Land College Effingham Technology Center. The cost of the project was \$66,020.25. Grant funds were also used to purchase LED panel drop ceiling light fixtures for the Northwest Building. The cost of this project was \$3,209.83. Finally, grant funds were used to replace outdoor broken light fixtures and upgrade additional fixtures in Parking Lot F. The cost of this project was \$8,956.55. All of these projects will help the College to provide energy efficiency, realize energy savings, lower maintenance costs and have less environmental impact over time.

I respectfully request that the Board of Trustees accept this grant award.



MEMO

TO: Dr. Josh Bullock, President

FROM: Mr. John Woodruff, Vice President for Business Services

DATE: July 7, 2025

RE: May FY25 Financial Statement Summary

Please find below a summary of May's actual results compared to the approved budget. We now have one month remaining in the 2025 fiscal year. Other than the note below around insurance costs, there are no additional results/budgetary areas of concern and no indication, that I'm aware of, that would create cause for concern in the near future as we progress in FY25.

May - Noteworthy Events Impacting Results

- Excess Revenue over Expenditures – We finished May unfavorable at \$514K.
- Revenue – Revenue for May was unfavorable at only \$8,900. YTD, we're unfavorable by \$897,500. Although we received a \$142K CPPRT payment, CPPRT is still \$473K unfavorable to budget. The state credit hour grant and tuition account for an additional \$427K in unfavorable variance.
- Expenditures – Expenditures for May finished unfavorably by \$505K. 24% (~\$120K) is related to health benefits. As noted in red, we are concerned, and monitoring the current insurance trend. Looking at January – May (2025), we are running about 19% above FY24 costs compared to the same time period. If you compare the average of January thru May (2025) against the average of July – December (2024), the increased cost equates to about 20.7%. As noted previously, we anticipated one-time expenses to hit in May, and they did. We'll see a similar trend with a few final prudent year-end expenditures with June results.

Recommended motion: Approve as presented the May FY25 Financial Statements.

	May		YTD	
	<u>Actual V. Budget</u>		<u>Actual V. Budget</u>	
Total Revenue	(\$8,907)	●	(\$897,494)	●
Local Services	\$142,029	●	(\$369,874)	●
ICCB Credit Hour Grant	(\$14,247)	●	(\$529,692)	●
ICCB Equalization Grant	\$0	●	(\$0)	●
Other State Sources	(\$15,917)	●	(\$121,104)	●
Tuition & Fees	(\$114,706)	●	(\$220,710)	●
Other Revenue	(\$6,066)	●	\$264,909	●
Total Expenditures	(\$505,031)	●	\$3,966,437	●
Salaries & Wages	(\$80,346)	●	\$1,106,023	●
Employee Benefits (overall)	(\$119,809)	●	(\$275,332)	●
Instructional	(\$162,803)	●	\$733,209	●
Academic Support	(\$12,030)	●	\$221,295	●
Student Services	\$22,078	●	\$347,841	●
Public Service/Continuing Education	\$13,545	●	\$321,972	●
Operations & Maintenance	\$17,718	●	\$775,191	●
Institutional Support	(\$383,539)	●	\$2,133,222	●

● Favorable

● Unfavorable - No Concerns at this time.

● Unfavorable - Concerned

Please contact me with any questions, need for further clarification, or if you have other items you would like to discuss.

May-25

General Fund--Funds 01 and 02--For Internal Use Only

Current Month	Current Month Budget	Variance		Current YTD Actual	Current YTD Budget	Current YTD Budget Variance	% Current YTD Budget Variance	Previous YTD	FY24 Final Audited Numbers	FY25 Annual Budget
Revenues:										
142,029	-	142,029	Local Sources	11,886,104	12,255,978	(369,874)	-3.02%	11,582,227	11,748,084	12,255,978
250,988	265,235	(14,247)	ICCB Credit Hour Grant	3,646,030	4,175,722	(529,692)	-12.69%	4,819,553	4,911,960	4,440,957
574,383	574,383	(0)	ICCB Equalization Grant	6,318,217	6,318,217	(0)	0.00%	6,466,469	7,054,330	6,892,600
34,703	50,620	(15,917)	Other State Sources	996,522	1,117,626	(121,104)	-10.84%	976,785	1,020,389	1,272,246
(9,961)	-	(9,961)	Tuition	7,978,767	8,185,907	(207,140)	-2.53%	7,871,510	7,871,510	8,186,452
1,967	106,711	(104,745)	Fees	3,989,166	4,002,736	(13,570)	-0.34%	3,999,313	4,001,134	1,685,452
103,271	109,336	(6,066)	Other Revenue	1,746,448	1,481,539	264,909	17.88%	2,040,455	2,139,472	3,915,729
-	-	-	Gift in Kind	78,977	-	78,977	0.00%	182,838	227,623	-
1,097,379	1,106,286	(8,907)	Total Revenues	36,640,231	37,537,725	(897,494)	-2.39%	37,939,150	38,974,502	38,649,687
Expenditures:										
Instructional										
847,376	745,768	(101,608)	Salary and Wages	10,860,713	11,140,655	279,942	2.51%	10,836,213	11,590,569	10,660,542
91,416	174,673	83,257	Employee Benefits	2,031,086	2,038,966	7,880	0.39%	2,002,959	2,186,614	2,433,060
102,975	5,264	(97,712)	Contractual Services	477,327	667,943	190,616	28.54%	419,049	448,616	669,937
41,276	22,617	(18,659)	General Materials and Supplies	565,037	860,263	295,226	34.32%	715,279	758,016	875,500
14,180	5,913	(8,267)	Travel and Meeting Expenses	81,526	153,546	72,020	46.90%	78,909	84,029	177,139
19,145	-	(19,145)	Fixed Charges	78,552	99,375	20,823	20.95%	55,310	55,410	99,375
670	-	(670)	Capital Outlay	81,057	26,735	(54,322)	-203.19%	123,080	139,191	31,735
-	-	-	Other Expenditures	-	-	-	0.00%	-	-	-
-	-	-	Gift in Kind	78,977	-	(78,977)	0.00%	78,000	-	-
1,117,039	954,235	(162,803)	Total Instructional	14,254,274	14,987,483	733,209	4.89%	14,308,797	15,262,445	14,947,438
Academic Support										
67,585	54,435	(13,151)	Salary and Wages	733,926	713,237	(20,689)	-2.90%	608,211	667,665	526,799
10,287	16,721	6,434	Employee Benefits	196,812	179,171	(17,641)	-8.85%	141,886	155,882	4,776
-	-	-	Contractual Services	-	-	-	0.00%	-	-	-
6,064	2,362	(3,701)	General Materials and Supplies	229,576	468,629	239,053	51.01%	207,520	211,727	458,500
1,812	200	(1,612)	Travel and Meeting Expenses	28,528	49,100	20,572	41.90%	31,089	35,588	13,500
-	-	-	Fixed Charges	-	-	-	0.00%	-	-	-
-	-	-	Capital Outlay	-	-	-	0.00%	-	-	-
-	-	-	Gift in Kind	-	-	-	0.00%	-	-	-
85,748	73,718	(12,030)	Total Academic Support	1,188,842	1,410,137	221,295	15.69%	988,706	1,070,862	1,003,575
Student Services										
188,239	200,412	12,173	Salary and Wages	2,174,205	2,401,585	227,380	9.47%	1,956,068	2,144,939	2,702,692
27,139	60,620	33,481	Employee Benefits	619,044	653,133	34,090	5.22%	478,938	546,565	514,830
-	-	-	Contractual Services	11,297	13,477	2,180	16.18%	10,906	10,906	13,477
16,299	6,727	(9,571)	General Materials and Supplies	108,526	149,778	41,252	27.54%	93,857	107,167	176,604
8,505	500	(8,005)	Travel and Meeting Expenses	87,196	128,635	41,439	32.21%	100,830	99,089	104,435
-	-	-	Fixed Charges	-	-	-	0.00%	-	-	15,000
6,000	-	(6,000)	Other Expenditures	13,500	15,000	1,500	100.00%	14,850	14,850	-
246,181	268,259	22,078	Total Student Services	3,013,767	3,361,608	347,841	10.35%	2,655,448	2,923,515	3,527,038
Public Service/Cont Ed										
43,519	54,372	10,853	Salary and Wages	467,902	652,465	184,563	28.29%	432,520	472,854	706,838
4,983	6,823	1,840	Employee Benefits	85,553	73,114	(12,439)	-17.01%	67,183	56,217	79,937
2,327	8,700	6,373	Contractual Services	33,648	64,000	30,352	47.43%	41,674	64,382	68,000
19,857	15,885	(3,972)	General Materials and Supplies	87,053	194,819	107,766	55.32%	91,697	108,832	223,239
3,512	2,442	(1,070)	Travel and Meeting Expenses	31,884	43,087	11,203	26.00%	18,494	20,631	47,404
9,307	8,828	(479)	Fixed Charges	110,002	110,463	461	0.42%	95,717	104,500	119,290
-	-	-	Capital Outlay	14,933	15,000	67	0.45%	13,195	17,571	15,000
-	-	-	Other	-	-	-	0.00%	4,190	-	-
-	-	-	GIK	-	-	-	0.00%	300	-	-
83,505	97,050	13,545	Total Public Service/ Cont Ed	830,975	1,152,947	321,972	27.93%	764,971	844,987	1,259,708
Operations & Maintenance										
92,784	104,756	11,972	Salary and Wages	1,056,635	1,424,619	367,984	25.83%	1,071,955	1,180,744	1,654,418
16,254	40,275	24,021	Employee Benefits	333,080	431,559	98,479	22.82%	353,361	384,727	471,834
34,715	9,888	(24,827)	Contractual Services	523,575	378,939	(144,636)	-38.17%	670,210	502,268	388,827
21,143	2,500	(18,643)	General Materials and Supplies	269,123	249,500	(19,623)	-7.87%	278,840	314,848	252,000
-	-	-	Travel and Meeting Expenses	291	7,290	6,999	96.01%	255	501	7,290
1,100	750	(350)	Fixed Charges	18,534	13,250	(5,284)	-39.88%	18,342	122,282	104,000
113,628	134,194	20,566	Utilities	1,221,368	1,629,884	408,516	25.06%	1,271,789	1,413,447	1,764,078
-	-	-	Capital Outlay	174,917	183,915	8,998	4.89%	10,800	10,800	-
133	5,112	4,979	Contingency Funds	2,474	56,232	53,758	95.60%	660	820	245,259
-	-	-	GIK	-	-	-	0.00%	103,940	-	-
279,758	297,476	17,718	Total Operation and Maint	3,599,997	4,375,188	775,191	17.72%	3,780,153	3,930,438	4,887,706
Institutional Support										
312,403	311,819	(584)	Salary and Wages	3,667,395	3,734,237	66,842	1.79%	3,238,746	4,127,416	4,039,579
363,438	94,595	(268,843)	Employee Benefits	1,404,402	1,018,703	(385,700)	-37.86%	1,085,544	1,104,149	1,113,707
102,656	83,774	(18,882)	Contractual Services	1,160,477	1,592,689	432,212	27.14%	1,391,899	1,602,266	1,612,503
53,641	25,730	(27,911)	General Materials and Supplies	884,226	1,509,315	625,089	41.42%	860,569	999,183	1,935,520
30,442	3,730	(26,712)	Travel and Meeting Expenses	141,161	260,004	118,843	45.71%	139,967	146,392	272,059
408	1,825	1,417	Fixed Charges	16,616	192,079	175,463	91.35%	15,940	15,940	194,004
7,759	1,200	(6,559)	Capital Outlay	118,208	163,450	45,242	27.68%	855,362	728,741	263,450
47,871	32,375	(15,496)	Contingency Funds	440,085	829,740	389,655	46.96%	984,744	1,661,929	591,061
19,801	-	(19,801)	Other	476,756	850,711	373,955	43.96%	642,682	564,066	49,175
167	-	(167)	Strategic Initiatives	108,379	400,000	291,621	72.91%	122,436	367,958	-
-	-	-	One Time Budget Requests	-	-	-	0.00%	-	-	-
-	-	-	GIK	-	-	-	0.00%	598	-	-
938,586	555,047	(383,539)	Total Institutional Support	8,417,706	10,550,928	2,133,222	20.22%	9,338,488	11,318,039	10,071,058
-	-	-	Scholarships, grants, waivers	566,293	-	(566,293)	100.00%	520,092	553,838	1,287,566
2,750,816	2,245,785	(505,031)	Total Expenditures	31,871,854	35,838,291	3,966,437	11.07%	32,356,654	35,904,124	36,984,089
(1,653,437)	(1,139,499)	(513,938)	Revenue Less Expenditures	4,768,378	1,699,434	3,068,944	180.59%	5,582,496	3,070,378	1,665,598
-	-	-	Transfers Out:	-	-	-	0.00%	-	2,047,014	1,665,598
(1,653,437)	(1,139,499)	(513,938)	Excess of Revenues over Expenditures & Transfers	4,768,378	1,699,434	3,068,944	180.59%	5,582,496	1,023,364	-

Current Month				Current YTD	Current YTD	Current YTD
Current Month	Budget	Variance		Actual	Budget	Budget Variance
1,551,906.19	1,471,560.68	(80,345.51)	Salary and Wages	18,960,775.53	20,066,798.14	1,106,022.61
513,517.22	393,707.74	(119,809.48)	Employee Benefits	4,669,977.04	4,394,645.08	(275,331.96)
242,673.73	107,625.85	(135,047.88)	Contractual Services	2,206,323.91	2,717,047.72	510,723.81
158,278.92	75,821.44	(82,457.48)	General Materials and Supplies	2,143,541.23	3,432,304.14	1,288,762.91
58,451.95	12,785.33	(45,666.62)	Travel and Meeting Expenses	370,585.39	641,662.48	271,077.09
29,959.78	11,402.50	(18,557.28)	Fixed Charges	223,704.22	415,166.41	191,462.19
113,627.81	134,194.27	20,566.46	Utilities	1,221,367.84	1,629,884.05	408,516.21
8,428.83	1,200.00	(7,228.83)	Capital Outlay	389,114.87	389,100.00	(14.87)
48,003.77	37,487.00	(10,516.77)	Contingency Funds	442,559.05	885,972.00	443,412.95
25,967.60	-	(25,967.60)	Other Expenditures	1,243,904.62	1,265,711.00	21,806.38
2,750,815.80	2,245,784.81	(505,030.99)	Total	31,871,853.70	35,838,291.02	3,966,437.32

Lake Land College

FY2025 Salary, Wage & Benefits Detail

Salary & Wages	Year to Date			FY2024 Budgeted
	Actual	Budgeted	Variance	
Salary and Wages - Instructional	\$10,860,713	\$11,140,655	\$279,942	\$10,660,542
Salary and Wages - Acad. Support	\$733,926	\$713,237	(\$20,689)	\$526,799
Salary and Wages - Stud. Svcs	\$2,174,205	\$2,401,585	\$227,380	\$2,702,692
Salary and Wages - Public Svc.	\$467,902	\$652,465	\$184,563	\$706,838
Salary and Wages - Maintenance	\$1,056,635	\$1,424,619	\$367,984	\$1,654,418
Salary and Wages - Inst. Support	\$3,667,395	\$3,734,237	\$66,842	\$4,039,579
Total Salary and Wages	\$18,960,776	\$20,066,798	\$1,106,023	\$20,290,868

Employee Benefits	Year to Date			FY2024 Budgeted
	Actual	Budgeted	Variance	
Employee Benefits - Instructional	\$2,031,086	\$2,038,966	\$7,880	\$2,433,060
Employee Benefits - Acad. Support	\$196,812	\$179,171	(\$17,641)	\$4,776
Employee Benefits - Stud. Svcs	\$619,044	\$653,133	\$34,090	\$514,830
Employee Benefits - Public Svc.	\$85,553	\$73,114	(\$12,439)	\$79,937
Employee Benefits - Maintenance	\$333,080	\$431,559	\$98,479	\$471,834
Employee Benefits - Inst. Support	\$1,404,402	\$1,018,703	(\$385,700)	\$1,113,707
Total Employee Benefits	\$4,669,977	\$4,394,645	(\$275,332)	\$4,618,144



MEMO

TO: Dr. Josh Bullock, President

FROM: John Woodruff, Vice President for Business Services

DATE: June 17, 2025

RE: Surplus Items

Related to the ongoing operations of the college and in addition to the various capital projects, we're respectively asking the Board to surplus the following items, which have become obsolete and have little to no value to the college.

Ammunition from the Police Department that is no longer needed and was originally purchased for use by part-time officers:

45 Caliber – 1,250 Rounds

40 Caliber – 504 Rounds

Various furniture items from the Kluthe Center that are no longer needed:

18 – Panels

2 – Nova Lecterns

As with past surplus items/equipment, we will seek the best financial route to follow in disposing of these items. Those options could include donations to local school districts/charitable (501C3) organizations and/or sales to individuals, auction house consignment, e-recycling, and/or wholesale purchasers.

Recommended motion: Declare the items listed above as surplus and grant authorization to dispose of the listed items in a manner most beneficial to Lake Land College.

LAKE LAND COLLEGE

MEMO

TO: Mr. John Woodruff, VP Business Services
FROM: Madge Shoot, Comptroller
DATE: June 25, 2025
RE: Approval of FY 2027 RAMP Document

Included in the Board's packet is a copy of the FY 2027 Resource Allocation Management Program (RAMP) documents which we wish to submit to the Illinois Community College Board. Funding is being requested for the following projects:

Renovation of Existing Campus Buildings—this includes the rehabilitation of the Northwest Classroom Building, Northeast Classroom Building, West Classroom Building and the Lake Land College Library.

The Programmatic Justification sections of the document describe the benefits of the requested projects. These projects are vital to our continued ability to fulfill the mission of meeting the higher education needs of our students.

Recommended motion: Approve as presented the FY 2027 RAMP Document for submission to the Illinois Community College Board.



Lazaro Lopez, Ed.D.
Chairman

Brian Durham, Ed.D.
Executive Director

Illinois Community College Board

Capital Project Application

Complete one application for each project.

District/College: Lake Land College

District #: 517-01

5 Digit Code (e.g., 50101)

ICCB Project # Identifier: 517-01R2024-1

District #, type (NC, R, SP, U, SI or DF), Fiscal Year – District Ranking # (e.g., 500-01NC2021-1)

Project Type: Remodel

(New Construction, Remodel, Site Purchase, Utilities, Site Improvement and Deferred Maintenance)

Project Title: Remodel of Northwest Classroom Building

District Project Rank # (1 of 3): 1 of 4

(Top 3 receive full prioritization points, 4 and beyond are reduced progressively)

Estimated Local Funds: \$3,743,400
(25% minimum)

Estimated State Funds: \$11,230,200

Estimated Total Funds: \$14,973,600

Budget Detail

BLDGS, ADDITIONS, AND/OR STRUCTURES:

LAND:

EQUIPMENT:

\$149,736

UTILITIES:

REMODELING & REHABILITATION:

SITE IMPROVEMENTS:

\$14,823,864

PLANNING:

Other:

TOTAL Funds Requested:

\$14,973,600

Project Scope:**Scope of work in building:**

This major remodeling project will include a comprehensive renovation of the Northwest Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room.

Scope of Work-On-Site**Plumbing**

Remodel toilets in restrooms.

Provide tempered water to faucets in restrooms.

Heating, Ventilating, and Air Conditioning (HVAC)

Extensive renovation of heating and air conditioning systems in the Northeast Classroom building.

Electrical

Upgrade duct bank and electrical service from existing power house.

Project Justification:

If project includes **Missing Core Campus Components** 1501.603 h)2); **Program Considerations** 1501.603 h)1); **Prior ICCB or State obligations** 1501.603 h)6) or **Structural Considerations** 1501.603 h)7), then please use this space for justification as this will greatly affect priority status.

Programs involved:

Math and Science
 Social Science
 Humanities
 Student Common Areas
 Student Study Areas
 Instructional Design

The original buildings on the Lake Land College campus were completed in the early 1970s. The college has made numerous, renovations and improvements in order to accommodate the growth in the number of students it serves, repair/replace inefficient or worn-out equipment, comply with federal and state laws relevant to disabled students, or update classroom space to facilitate a new instructional program. The college has attempted to address the maintenance and improvement projects in our existing buildings through the use of Protection, Health, and Safety funds, ADA funds, Capital Renewal Grants, as well as various college based budgetary funds. These projects have helped to address individual problems, but will not be sufficient to deal with many of the more serious structural, design, and mechanical issues the college faces as the buildings continue to age.

What will the project accomplish?

A comprehensive renovation project would allow the college the opportunity to better configure the designs of our classrooms to accommodate the changes in the learning process that have occurred from the early 1970s to today. Better lighting, acoustics, energy efficiency, and other enhancements would not only improve the quality of education to Lake Land College's students, but also greatly improve the appearance of these buildings.

How will the project meet the College's instructional objectives?

Lake Land College strives to provide its students with the highest quality education, in a modern and innovative learning environment. Having facilities that accommodate the growth of technology in the classroom is an integral part of today's demanding educational standards. Lake Land College's student growth has necessitated the addition of new buildings on our campus. New buildings, however, are only part of the equation. Lake Land College must maintain, and update its original buildings to ensure that all of its students have access to suitable facilities throughout the campus. Updated classroom space will ensure that a student taking a class in one of Lake Land College's original buildings has access to the same type of learning opportunities as the student taking a class in a newer structure.

How will the new or remodeled space better serve instructional/ programmatic areas as compared to existing facilities?

Renovated space will allow Lake Land College to offer the needed technology support to properly educate tomorrow's students. Many of the educational tools available today did not exist when the original campus buildings were constructed and wired in the early 1970s.

What facilities are already available?

The existing Luther Student Center, Northwest Classroom Building and Field House Buildings were completed in the early 1970s as part of the original campus. The Kluthe Center for Higher Education in

Additional Documentation Required Prior to Funding (this will be required before funding is released):

- For New Construction please see requirements referenced in Administrative Rules section 1501.603 b).
- For Remodel and Rehab please see requirements referenced in Administrative Rules section 1501.603 c).
- For Secondary Site Purchase please see requirements referenced in Administrative Rules section 1501.603 d).

Do project criteria meet Section 1501.603 a) of ICCB Administrative Rules?☒ Yes ☐ No**Does this project have the approval of your local governing board?**☐ Yes ☐ No **Date of Board Meeting** _____**District Contact Name:** Madge Shoot**District Contact Email Address:** mbailey1292@lakelandcollege.edu**District Contact Phone Number:** 217-234-5375**Signature** _____ **Date** _____



Lazaro Lopez, Ed.D.
Chairman

Brian Durham, Ed.D.
Executive Director

Illinois Community College Board

Capital Project Application

Complete one application for each project.

District/College: Lake Land College

District #: 517-01

5 Digit Code (e.g., 50101)

ICCB Project # Identifier: 517-01R2024-1

District #, type (NC, R, SP, U, SI or DF), Fiscal Year – District Ranking # (e.g., 500-01NC2021-1)

Project Type: Remodel

(New Construction, Remodel, Site Purchase, Utilities, Site Improvement and Deferred Maintenance)

Project Title: Remodel of Northeast Classroom Building

District Project Rank # (1 of 3): 2 of 4

(Top 3 receive full prioritization points, 4 and beyond are reduced progressively)

Estimated Local Funds:
(25% minimum)

\$3,825,000

Estimated State Funds:

\$11,475,000

Estimated Total Funds:

\$15,300,000

Budget Detail

BLDGS, ADDITIONS, AND/OR STRUCTURES:

LAND:

EQUIPMENT:

\$153,000

UTILITIES:

REMODELING & REHABILITATION:

SITE IMPROVEMENTS:

\$15,147,000

PLANNING:

Other:

TOTAL Funds Requested:

\$15,300,000

Project Scope:**Scope of work in building:**

This major remodeling project will include a comprehensive renovation of the Northeast Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room.

Scope of Work-On-Site**Plumbing**

Remodel toilets in restrooms.

Provide tempered water to faucets in restrooms.

Heating, Ventilating, and Air Conditioning (HVAC)

Extensive renovation of heating and air conditioning systems in the Northeast Classroom building.

Electrical

Upgrade duct bank and electrical service from existing power house.

Project Justification:

If project includes **Missing Core Campus Components** 1501.603 h)2); **Program Considerations** 1501.603 h)1); **Prior ICCB or State obligations** 1501.603 h)6) or **Structural Considerations** 1501.603 h)7), then please use this space for justification as this will greatly affect priority status.

Programs involved:

Math and Science
 Social Science
 Humanities
 Student Common Areas
 Student Study Areas
 Instructional Design

The original buildings on the Lake Land College campus were completed in the early 1970s. The college has made numerous, renovations and improvements in order to accommodate the growth in the number of students it serves, repair/replace inefficient or worn-out equipment, comply with federal and state laws relevant to disabled students, or update classroom space to facilitate a new instructional program. The college has attempted to address the maintenance and improvement projects in our existing buildings through the use of Protection, Health, and Safety funds, ADA funds, Capital Renewal Grants, as well as various college based budgetary funds. These projects have helped to address individual problems, but will not be sufficient to deal with many of the more serious structural, design, and mechanical issues the college faces as the buildings continue to age.

What will the project accomplish?

A comprehensive renovation project would allow the college the opportunity to better configure the designs of our classrooms to accommodate the changes in the learning process that have occurred from the early 1970s to today. Better lighting, acoustics, energy efficiency, and other enhancements would not only improve the quality of education to Lake Land College's students, but also greatly improve the appearance of these buildings.

How will the project meet the College's instructional objectives?

Lake Land College strives to provide its students with the highest quality education, in a modern and innovative learning environment. Having facilities that accommodate the growth of technology in the classroom is an integral part of today's demanding educational standards. Lake Land College's student growth has necessitated the addition of new buildings on our campus. New buildings, however, are only part of the equation. Lake Land College must maintain, and update its original buildings to ensure that all of its students have access to suitable facilities throughout the campus. Updated classroom space will ensure that a student taking a class in one of Lake Land College's original buildings has access to the same type of learning opportunities as the student taking a class in a newer structure.

How will the new or remodeled space better serve instructional/ programmatic areas as compared to existing facilities?

Renovated space will allow Lake Land College to offer the needed technology support to properly educate tomorrow's students. Many of the educational tools available today did not exist when the original campus buildings were constructed and wired in the early 1970s.

What facilities are already available?

The existing Luther Student Center, Northwest Classroom Building and Field House Buildings were completed in the early 1970s as part of the original campus. The Kluthe Center for Higher Education in

Additional Documentation Required Prior to Funding (this will be required before funding is released):

- For New Construction please see requirements referenced in Administrative Rules section 1501.603 b).
- For Remodel and Rehab please see requirements referenced in Administrative Rules section 1501.603 c).
- For Secondary Site Purchase please see requirements referenced in Administrative Rules section 1501.603 d).

Do project criteria meet Section 1501.603 a) of ICCB Administrative Rules?☒ Yes ☐ No**Does this project have the approval of your local governing board?**☐ Yes ☐ No **Date of Board Meeting** _____**District Contact Name:** Madge Shoot**District Contact Email Address:** mbailey1292@lakelandcollege.edu**District Contact Phone Number:** 217-234-5375**Signature** _____ **Date** _____



Lazaro Lopez, Ed.D.
Chairman

Brian Durham, Ed.D.
Executive Director

Illinois Community College Board

Capital Project Application

Complete one application for each project.

District/College: Lake Land College

District #: 517-01

5 Digit Code (e.g., 50101)

ICCB Project # Identifier: 517-01R2024-4

District #, type (NC, R, SP, U, SI or DF), Fiscal Year – District Ranking # (e.g., 500-01NC2021-1)

Project Type: Remodel

(New Construction, Remodel, Site Purchase, Utilities, Site Improvement and Deferred Maintenance)

Project Title: West Building Remodel

District Project Rank # (1 of 3): 3 of 4

(Top 3 receive full prioritization points, 4 and beyond are reduced progressively)

Estimated Local Funds: \$5,100,000
(25% minimum)

Estimated State Funds: \$15,300,000

Estimated Total Funds: \$20,400,000

Budget Detail

BLDGS, ADDITIONS, AND/OR STRUCTURES:	<u>\$17,952,000</u>
LAND:	<u>\$0</u>
EQUIPMENT:	<u>\$816,000</u>
UTILITIES:	<u></u>
REMODELING & REHABILITATION:	<u>\$0</u>
SITE IMPROVEMENTS:	<u>\$0</u>
PLANNING:	<u></u>
Other:	<u>\$1,632,000</u>
TOTAL Funds Requested:	<u>\$20,400,000</u>

Project Scope:**Scope of work in building:**

This major remodeling project will include a comprehensive renovation of the West Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room.

Scope of Work-On-Site***General***

Site renovation includes minimal landscaping and sidewalks.

Plumbing

Remodel toilets in restrooms.

Provide tempered water to faucets in restrooms.

Heating, Ventilating, and Air Conditioning (HVAC)

Extensive renovation of heating and air conditioning systems in the West Building.

Electrical

Upgrade duct bank and electrical service from existing power house.

Upgrade building lighting to more efficient fixtures.

Project Justification:

If project includes **Missing Core Campus Components** 1501.603 h)2); **Program Considerations** 1501.603 h)1); **Prior ICCB or State obligations** 1501.603 h)6) or **Structural Considerations** 1501.603 h)7), then please use this space for justification as this will greatly affect priority status.

Programs involved:

Cosmetology
Agriculture
Technology

The West Building was completed in the early 2000s. The college has made numerous, renovations and improvements in order to accommodate the growth in the number of students it serves, repair/replace inefficient or worn-out equipment, comply with federal and state laws relevant to disabled students, or update classroom space to facilitate a new instructional program. The college has attempted to address the maintenance and improvement projects in our existing buildings through the use of Protection, Health, and Safety funds, ADA funds, Capital Renewal Grants, as well as various college based budgetary funds. These projects have helped to address individual problems, but will not be sufficient to deal with many of the more serious structural, design, and mechanical issues the college faces as the buildings continue to age.

What will the project accomplish?

A comprehensive renovation project would allow the college the opportunity to better configure the designs of our classrooms to accommodate the changes in the learning process that have occurred from the early 1970s to today. Better lighting, acoustics, energy efficiency, and other enhancements would not only improve the quality of education to Lake Land College's students, but also greatly improve the appearance of these buildings.

How will the project meet the College's instructional objectives?

Lake Land College strives to provide its students with the highest quality education, in a modern and innovative learning environment. Having facilities that accommodate the growth of technology in the classroom is an integral part of today's demanding educational standards. Lake Land College's student growth has necessitated the addition of new buildings on our campus. New buildings, however, are only part of the equation. Lake Land College must maintain, and update its original buildings to ensure that all of its students have access to suitable facilities throughout the campus. Updated classroom space will ensure that a student taking a class in one of Lake Land College's original buildings has access to the same type of learning opportunities as the student taking a class in a newer structure.

How will the new or remodeled space better serve instructional/ programmatic areas as compared to existing facilities?

Renovated space will allow Lake Land College to offer the needed technology support to properly educate tomorrow's students. Many of the educational tools available today did not exist when the original campus buildings were constructed and wired in the early 1970s. Also, allow for the introduction of a new program to train Barbers along with our Cosmetology students.

Additional Documentation Required Prior to Funding (this will be required before funding is released):

- For New Construction please see requirements referenced in Administrative Rules section 1501.603 b).
- For Remodel and Rehab please see requirements referenced in Administrative Rules section 1501.603 c).
- For Secondary Site Purchase please see requirements referenced in Administrative Rules section 1501.603 d).

Do project criteria meet Section 1501.603 a) of ICCB Administrative Rules?☒ Yes ☐ No**Does this project have the approval of your local governing board?**☐ Yes ☐ No **Date of Board Meeting** _____**District Contact Name:** Madge Shoot _____**District Contact Email Address:** mbailey1292@lakelandcollege.edu _____**District Contact Phone Number:** 217-234-5375 _____**Signature** _____ **Date** _____



Lazaro Lopez, Ed.D.
Chairman

Brian Durham, Ed.D.
Executive Director

Illinois Community College Board

Capital Project Application

Complete one application for each project.

District/College: Lake Land College

District #: 517-01

5 Digit Code (e.g., 50101)

ICCB Project # Identifier: 517-01R2024-4

District #, type (NC, R, SP, U, SI or DF), Fiscal Year – District Ranking # (e.g., 500-01NC2021-1)

Project Type: Remodel

(New Construction, Remodel, Site Purchase, Utilities, Site Improvement and Deferred Maintenance)

Project Title: Library

District Project Rank # (1 of 3): 4 of 4

(Top 3 receive full prioritization points, 4 and beyond are reduced progressively)

Estimated Local Funds:
(25% minimum)

\$4,080,000

Estimated State Funds:

\$12,240,000

Estimated Total Funds:

\$16,320,000

Budget Detail

BLDGS, ADDITIONS, AND/OR STRUCTURES:

\$14,361,600

LAND:

\$0

EQUIPMENT:

\$652,800

UTILITIES:

REMODELING & REHABILITATION:

\$0

SITE IMPROVEMENTS:

\$0

PLANNING:

Other:

\$1,305,600

TOTAL Funds Requested:

\$16,320,000

Project Scope:**Scope of work in building:**

This major remodeling project will include a comprehensive renovation of the Library. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room.

Scope of Work-On-Site***General***

Site renovation includes minimal landscaping and sidewalks.

Plumbing

Remodel toilets in restrooms.

Provide tempered water to faucets in restrooms.

Heating, Ventilating, and Air Conditioning (HVAC)

Extensive renovation of heating and air conditioning systems in the Library.

Electrical

Upgrade duct bank and electrical service from existing power house.

Upgrade building lighting to more efficient fixtures.

Project Justification:

If project includes **Missing Core Campus Components** 1501.603 h)2); **Program Considerations** 1501.603 h)1); **Prior ICCB or State obligations** 1501.603 h)6) or **Structural Considerations** 1501.603 h)7), then please use this space for justification as this will greatly affect priority status.

Programs involved:

All Educational Programs

The Library was remodeled in the early 2000s. The college has made numerous, renovations and improvements in order to accommodate the growth in the number of students it serves, repair/replace inefficient or worn-out equipment, comply with federal and state laws relevant to disabled students, or update classroom space to facilitate a new instructional program. The college has attempted to address the maintenance and improvement projects in our existing buildings through the use of Protection, Health, and Safety funds, ADA funds, Capital Renewal Grants, as well as various college based budgetary funds. These projects have helped to address individual problems, but will not be sufficient to deal with many of the more serious structural, design, and mechanical issues the college faces as the buildings continue to age.

What will the project accomplish?

A comprehensive renovation project would allow the college the opportunity to better configure the designs of our classrooms and meeting rooms to accommodate the changes in the learning process that have occurred from the early 1970s to today. Better lighting, acoustics, energy efficiency, and other enhancements would not only improve the quality of education to Lake Land College's students, but also greatly improve the appearance of these buildings.

How will the project meet the College's instructional objectives?

Lake Land College strives to provide its students with the highest quality education, in a modern and innovative learning environment. Having facilities that accommodate the growth of technology in the classroom is an integral part of today's demanding educational standards. Lake Land College's student growth has necessitated the addition of new buildings on our campus. New buildings, however, are only part of the equation. Lake Land College must maintain, and update its original buildings to ensure that all of its students have access to suitable facilities throughout the campus. Updated classroom space will ensure that a student taking a class in one of Lake Land College's original buildings has access to the same type of learning opportunities as the student taking a class in a newer structure.

How will the new or remodeled space better serve instructional/ programmatic areas as compared to existing facilities?

Renovated space will allow Lake Land College to offer the needed technology support to properly educate tomorrow's students. Many of the educational tools available today did not exist when the original campus buildings were constructed and wired in the early 1970s.

Additional Documentation Required Prior to Funding (this will be required before funding is released):

- For New Construction please see requirements referenced in Administrative Rules section 1501.603 b).
- For Remodel and Rehab please see requirements referenced in Administrative Rules section 1501.603 c).
- For Secondary Site Purchase please see requirements referenced in Administrative Rules section 1501.603 d).

Do project criteria meet Section 1501.603 a) of ICCB Administrative Rules?☒ Yes ☐ No**Does this project have the approval of your local governing board?**☐ Yes ☐ No **Date of Board Meeting** _____**District Contact Name:** Madge Shoot**District Contact Email Address:** mbailey1292@lakelandcollege.edu**District Contact Phone Number:** 217-234-5375**Signature** _____ **Date** _____



MEMO

TO: Board of Trustees
Dr. Josh Bullock, President

FROM: Lisa Cole, Director of Data Analytics

CC: Jean Anne Highland, Chief of Staff

DATE: July 14, 2025

RE: Renewal for three-year agreement for Salesforce/Tableau

To continue supporting our institution as a data-driven decision-making college, it is vital that we stay current with the rapidly evolving landscape of data analytics and artificial intelligence. Our current Tableau deployment—consisting of Tableau Desktop, Tableau Prep, and Tableau Server housed on-campus—has served us well. However, as AI-powered tools become increasingly central to data analysis, it is time to transition to the next generation of Tableau technology.

I am requesting approval for a **three-year agreement to upgrade to Tableau+, Tableau's AI-enhanced analytics platform**. This upgrade enhances our capabilities by integrating AI-driven tools while also reducing our annual cost from last year's renewal of \$64,338.75 to \$61,200.00.

- Tableau Agent: A trusted AI assistant that accelerates data-driven decision-making throughout the analytics lifecycle. This includes:
 - Tableau Desktop & Tableau Cloud Web Authoring
 - Tableau Prep
 - Tableau Catalog
- Tableau Pulse: Delivers personalized, AI-powered metrics with contextual insights summaries, goal tracking, and natural language understanding across the organization.
- Tableau Cloud Release Preview Sites: Enables early access to upcoming features by creating Tableau sites in regions that receive updates 14+ days in advance.
- Tableau Semantics: Bridges raw data and actionable insights by embedding consistent, governed business context—empowering analytics through semantic enrichment.
- Einstein AI Request Credits: Access to generative AI capabilities within Tableau Cloud, enhancing analysis and automation.
- Advanced Data Management: Strengthens governance, security, discovery, and connectivity of enterprise data.
- Data Connect: Offers seamless integration between on-premises/private cloud data and Tableau Cloud.

- Premier Success Package: Provides dedicated resources, expert guidance, and expedited support for maximizing impact and adoption.
- eLearning for Creators and Explorers: On-demand training resources to grow Tableau skills institution-wide, anytime and anywhere.

This upgrade will not only modernize our analytical infrastructure but also further embed AI into our institutional decision-making processes, fostering a more agile, data-empowered culture.

Requested Action:

Approval of a three-year agreement for Tableau+ at an annual cost of \$61,200.00.

Annual Pricing Summary

Fees	Aggregate Price #
6/25/2025 - 6/24/2026	USD 61,200.00
6/25/2026 - 6/24/2027	USD 61,200.00
6/25/2027 - 6/24/2028	USD 61,200.00
Total: USD 183,600.00	



Salesforce, Inc.
Salesforce Tower
415 Mission Street, 3rd Floor
San Francisco, CA 94105
United States

ORDER FORM for Lake Land College
Offer Valid Through: 6/30/2025
Proposed by: Amanda Falk
Email: afalk@salesforce.com
Quote Number: Q-10169746

ORDER FORM

Address Information

Bill To:
5001 LAKE LAND BLVD
Mattoon
IL, 61938
US - United States

Ship To:
5001 LAKE LAND BLVD
Mattoon
IL, 61938
US - United States

Billing Company Name: Lake Land College
Billing Contact Name: Tony Sharp
Billing Email Address: tsharp@lakelandcollege.edu

Billing Phone: 217-540-3555
Billing Fax:
Billing Language: English

Terms and Conditions

Contract Start Date*: 6/25/2025
Contract End Date*: 6/24/2028
Billing Frequency: Annual

Payment Method: Wire Transfer
Payment Terms: Net 30
Billing Method: Email

Services

Services	Order Start Date*	Order End Date*	Order Term (months)*	Monthly/ Unit Price**	Quantity	Total Price
Tableau Cloud - Tableau Plus Creator	6/25/2025	6/24/2028	36	USD 200.00	3	USD 21,600.00
Tableau Cloud - Tableau Plus Viewer	6/25/2025	6/24/2028	36	USD 60.00	75	USD 162,000.00
Einstein Requests - Tableau Plus Creator	6/25/2025	6/24/2028	36	USD 0.00	3	USD 0.00
Einstein Requests - Tableau Plus Viewer	6/25/2025	6/24/2028	36	USD 0.00	75	USD 0.00
Data Cloud Provisioning - Tableau Plus	6/25/2025	6/24/2028	36	USD 0.00	1	USD 0.00
Data Services Provisioning - Tableau Plus	6/25/2025	6/24/2028		USD 0.00	1	USD 0.00
Force.com - Enterprise Edition (Administrator) - Cross Product	6/25/2025	6/24/2028	36	USD 0.00	1	USD 0.00
						Total: USD 183,600.00

*If this Order Form is executed and/or returned to Salesforce by Customer after the Order Start Date above, Salesforce may adjust the Order Start Date and Order End Date, without increasing the Total Price, based on the date Salesforce activates the products and provided that the total term length does not change. Following activation, any adjustments to such Order Start Date and Order End Date may be confirmed by logging into Your Account, by reference to an order confirmation sent by Salesforce, and/or by contacting customer support. **The Monthly/Unit Price shown above has been rounded to two decimal places for display purposes. As many as eight decimal places may be present in the actual price. The totals for this order were calculated using the actual price, rather than the Monthly/Unit Price displayed above, and are the true and binding totals for this order. Any taxes shown are estimated only. Actual taxes will be reflected on the invoice. Any such taxes are the responsibility of Customer. This is not an invoice. For Customers based in the United States, any applicable taxes will be determined based on the laws and regulations of the taxing authority(ies) governing the ""Ship To"" location provided by Customer on this Order Form.

Annual Pricing Summary

Fees	Aggregate Price #
6/25/2025 - 6/24/2026	USD 61,200.00
6/25/2026 - 6/24/2027	USD 61,200.00
6/25/2027 - 6/24/2028	USD 61,200.00
Total: USD 183,600.00	

The Annual Pricing Summary is provided for informational purposes only and is not a payment schedule. Please refer to the Terms and Conditions section of this Order Form for payment-related information.

Usage Details

By Tenant ID

Usage Type	Start Date	End Date	Tenant ID	Quantity	Usage Rate	Billing Model
Einstein Requests	6/25/2025	6/24/2028	00DHn00000188TeMAI	4,860,000	USD 0.00200000	Monthly in arrears
Data Services Credits	6/25/2025	6/24/2028	00DHn00000188TeMAI	750,000	USD 0.00625000	Monthly in arrears
Data Storage (GB)	6/25/2025	6/24/2028	00DHn00000188TeMAI	1,000	USD 0.02807617	Monthly in arrears

Usage Billing: Usage beyond the Quantity specified for each Usage Type prior to the applicable End Date is subject to the Billing Model and corresponding Usage Rate for that Usage Type.

Quote Special Terms

In the event this Order Form reflects an early renewal of Customer's existing subscriptions purchased under applicable Order Forms under Contract No(s). 03852862, (as referenced in the corresponding invoice(s)), this Order Form shall replace such previous Customer's Order Form(s) which is/are hereby terminated. Any credits applicable to fees paid in relation to such terminated Order Form(s) will be applied to this Order Form. In the event this Order Form reflects an on-time renewal of applicable Order Forms under Contract No(s). 03852862, the previous sentence about credits does not apply, and Order Forms related to such existing subscriptions shall be considered expired.

Customer acknowledges that these subscriptions are also subject to the Supplemental Terms for Eligible Nonprofits and Educational Institutions available at <https://www.salesforce.com/company/legal/agreements.jsp>, which are hereby made part of this Order Form.

All subscriptions purchased pursuant to this Order Form shall automatically renew for additional one year periods, unless either party gives the other written notice (email acceptable) at least 30 days before the end of the relevant subscription term. Renewal of promotional or one-time priced subscriptions will be at Salesforce's applicable list price in effect at the time of the applicable renewal. Notwithstanding anything to the contrary, any renewal in which subscription volume or subscription length for any Services has decreased from the prior term will result in re-pricing at renewal without regard to the prior term's per-unit pricing.

Customer represents that it is exempt from taxes, and is responsible to ensure Salesforce receives valid exemption certificate(s) evidencing the same. Provided that such exemption certificate(s) are received in a timely manner, Salesforce will make commercially reasonable efforts to prevent invoicing of taxes, as applicable.

Product Special Terms

Data Cloud - Data Services Provisioning

These Services are only provided with those services purchased on this Order Form that share the same naming convention as these Services ("Base Services"). Notwithstanding anything to the contrary in the Customer's MSA, this product cannot be purchased separately and is not subject to any renewal or add-on purchases except as part of the Base Services. A detailed description of usage types for Data Services Credits, along with applicable multipliers, is available at: <https://www.salesforce.com/products/platform/customer-data-cloud/services>.

Tableau Services

Tableau Software and/or Tableau Cloud Services are subject to the Order Form Supplement for Tableau Products available at www.tableau.com/ofs which is hereby made part of this Order Form.

Tableau - eLearning Products

Tableau eLearning subscriptions cannot be renewed, by auto-renewal or otherwise.

Tableau Data Connect

In order to use the Services, Customer's system administrator must follow the configuration instructions, as further described at: <http://sfdc.co/cozYIK>.

Tableau Cloud - Tableau Plus

These Services are subject to following Product Special Terms on this Order Form: Customer Data Cloud (MC / Platform), Tableau Data Connect, Tableau - eLearning Products, Tableau Services.

Tableau Cloud - Tableau Plus (Viewer)

These Services are subject to following Product Special Terms on this Order Form: Customer Data Cloud (MC / Platform), Tableau Data Connect, Tableau Services.

Einstein Requests

A detailed description of how Einstein Requests can be used, including the applicable multipliers, is available at: <https://www.salesforce.com/products/einstein/skus/>. Usage types and associated multipliers may be updated from time to time. To the extent a multiplier for an existing usage type is changed, Salesforce will provide Customer with at least 30 days' notice of such change, and such change will not apply until after expiration of the applicable notice period.

Customer Data Cloud Editions

A detailed description of usage types for Data Services Credits, along with applicable multipliers, is available at: <https://www.salesforce.com/products/platform/customer-data-cloud/services>.

Tenant Information

Org Type	Org Details	Services	Quantity
Tableau	New Org 1 Customer Email: lcole@lakelandcollege.edu	Tableau Cloud - Tableau Plus Creator	3
		Tableau Cloud - Tableau Plus Viewer	75
Salesforce Platform	00DHn00000188TeMAI	Einstein Requests - Tableau Plus Creator	3
		Einstein Requests - Tableau Plus Viewer	75
		Data Cloud Provisioning - Tableau Plus	1
		Data Services Provisioning - Tableau Plus	1
		Force.com - Enterprise Edition (Administrator) - Cross Product	1

Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?(Customer to complete)

[] No

[] Yes - Please complete below

PO Number:

PO Amount:

Upon signature by Customer and submission to Salesforce, this Order Form shall become legally binding unless this Order Form is rejected by Salesforce for any of the following reasons: (1) the signatory below does not have the authority to bind Customer to this Order Form, (2) changes have been made to this Order Form (other than completion of the purchase order information and the signature block), or (3) the requested purchase order information or signature is incomplete or does not match our records or the rest of this Order Form. Subscriptions are non-cancelable before their Order End Date. This Order Form is governed by the terms of the Salesforce MSA found at <https://www.salesforce.com/company/msa.jsp>, unless (i) Customer has a written MSA executed by Salesforce for such Services as referenced in the Documentation, in which case such written Salesforce MSA will govern or (ii) otherwise set forth herein. Additional information related to the Services may be found in the Documentation at <https://sfdc.co/ptd>. For the avoidance of doubt, the applicable MSA takes precedence over the Documentation.

Customer: Lake Land College

Signature _____

Name _____

Business Title _____

Date _____

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LAKE LAND COLLEGE

MEMO

TO: Dr. Jonathan Bullock, President

FROM: John Woodruff, Vice President Business Services

DATE: July 8, 2025

RE: Approval of the ETC Whiteboards and Installation Labor

The College worked with Office Essentials, a member of the Omnia Consortium, to provide a bid for the materials purchase and installation of the ETC Whiteboards for both the first (Alternative Bid) and second floor (Base bid) classrooms as identified by the Academic Team. The whiteboards serve a dual purpose as both a dry-erase board and a projector screen.

At this time, Office Essentials has only been able to obtain pricing for the materials. Given the finite population approved to install the boards, Office Essentials has been unable to obtain a labor cost and timing, as all approved installation companies are booked solid. They are still actively seeking an installation company and related costs. The team is working on temporary plans with the internal teams in the event installation does not occur prior to the start of the Fall Semester on August 25th. The boards being purchased are the standard adopted by the college and deployed as part of each new remodel.

The enclosed bid of \$107,148.55 is for the Whiteboard material and related ancillary pieces using Office Essentials. We are also asking the Board of Trustees for pre-approval, not to exceed \$30,000, for the installation of the whiteboards.

We did not bid this because Office Essentials is part of the State of Illinois contract pricing through the Omnia Consortium, which Lake Land College is a member of. The labor portion was not bid per policy 10.22.4E - *Contracts for the maintenance or servicing of, or provision of repair parts for, equipment which are made with the manufacturer or authorized service agent of that equipment where the provision of parts, maintenance, or servicing can Board Policy 10.22 Page 7 of 8 best be performed by the manufacturer or authorized service agent.* ETC project funds are available for this purpose.

Recommended Motion: Approve as presented the quote from Office Essentials for the purchase of Whiteboards and ancillary pieces for installation within ETC classrooms in the total amount of \$107,148.55 and pre-approval of the installation not to exceed \$30,000.



Rethink the essentials.

P 866.251.9802 F 866.740.4958 www.offess.com

Pricing Proposal for :

6/17/2025

Mfg	Part Number	Part Description	Qty	Sell Price	Extended
Base Bid					
EGU	ACEOT12M	EGAN ONE TRAY 12"W X 1.3/8"H X 2"D NeoMagnet Mount Ships with (2) Dry-Erase markers and (1) EganCloth	12	\$82.50	\$990.00
EGU	SKINE48X90	SKINS EVS MAGNETIC WRITING SURFACE **SIZE: 48.0"W X 90.0"H	71	\$720.50	\$51,155.50
EGU	SKINE??X90	SKINS EVS MAGNETIC WRITING SURFACE **SIZE: ??.0"W X 90.0"H *** 24 Custom sizes, end pieces (left and right) ***	24	\$720.50	\$17,292.00
	FREIGHT	Freight Surcharge	1	\$2,444.44	\$2,444.44

Subtotal for Base Bid \$71,881.94

Alternative #1 Bid

EGU	SKINE48X90	SKINS EVS MAGNETIC WRITING SURFACE **SIZE: 48.0"W X 90.0"H	36	\$720.50	\$25,938.00
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Mfg	Part Number	Part Description	Qty	Sell Price	Extended
EGU	SKINE??X90	SKINS EVS MAGNETIC WRITING SURFACE **SIZE: ??.0"W X 90.0"H *** 10 Custom sizes, end pieces (left and right) ***	10	\$720.50	\$7,205.00
EGU	ACEOT12M	EGAN ONE TRAY 12"W X 1.3/8"H X 2"D NeoMagnet Mount Ships with (2) Dry-Erase markers and (1) EganCloth	5	\$82.50	\$412.50
	FREIGHT	Freight Surcharge	1	\$1,711.11	\$1,711.11

Subtotal for Alternative #1 Bid \$35,266.61



*** Adhesive provide by others ***
*** Trim is not mentioned, no included ***

Mfg	Part Number	Part Description	Qty	Sell Price	Extended
Grand Total:					\$107,148.55

TERMS AND CONDITIONS:

Quote does not include tax. All furniture is non-returnable.

Due to the current climate of the Federal Government as it relates to TARIFFS, Office Essentials cannot guarantee the pricing on this proposal for longer than the date of the proposal. In most cases, our proposal will contain the latest information. However, in some cases, we are receiving price increases and surcharges that go into effect immediately. In these cases, we may not be able to honor the pricing above past the date on the proposal. If you'd like to proceed, we recommend confirming with our Design Team that the enclosed pricing is current.

Customer agrees to the following payment schedule:

- 50% down payment to place the order (for orders over \$10,000).
- 100% balance due immediately upon completion of the installation as defined in the proposal.
- If applicable, customer may withhold a 10% retainer if OE must complete a mutually agreed upon punch list of remaining tasks.
- The retainer will be due upon completion of the punch list.
- Note: A surcharge of 3.5% will apply if payment is made via credit card.

Delivery and installation, if specified in the proposal, will be completed by non-union labor during normal business hours (8am - 5pm, Monday - Friday). Electrical hookup/hardwire to the building is not performed by OE employees. Union labor and/or special installation requirements, such as evening or weekend hours, can be arranged at an additional charge. To place order, please sign and send back.

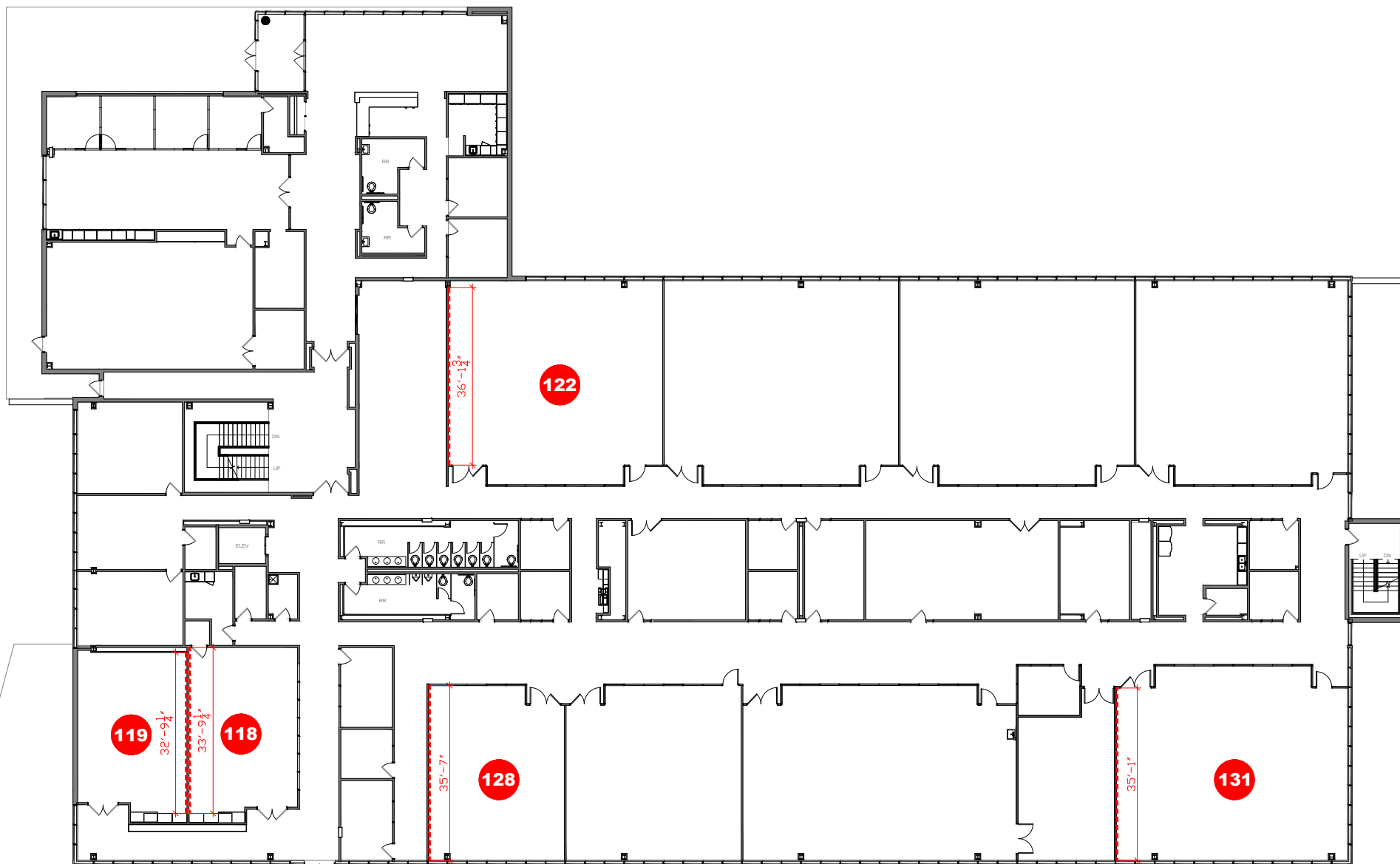
Office Essentials thanks you for your business!

This agreement is entered into this _____ day of _____, 20_____

Accepted: _____



EFFINGHAM TECHNOLOGY CENTER
UPPER LEVEL FLOOR PLAN
(BASE BID)



EFFINGHAM TECHNOLOGY CENTER
MAIN LEVEL FLOOR PLAN
(ALTERNATE #1)



MEMO

TO: Ike Nwosu, Vice President for Academic Services
FROM: Dr. Mike Rudibaugh, Division Chair, Math and Science
CC: Madge Shoot, Comptroller
DATE: July 8, 2025
RE: Board of Trustee Approval for Purchase of Fisher Science Education Microscopes

Students currently enrolled in Biology courses at the Kluthe Center have been using microscopes that are considerably dated and worn due to many years of continuous use. In order to maintain a consistent and high-quality educational experience across all college locations, we propose replacing the existing microscopes with 24 new Leica DM500 microscopes.

The cost of the new microscopes was to be included in the FY2025 equipment contingency budget. We are bringing this request to the Board now because microscope prices, had previously increased by 59% due to tariffs, and now have recently dropped down to 5% higher than the original quote. This current pricing is only valid through July 18, making it a timely opportunity to complete the purchase at a significantly reduced post-tariffs cost.

I respectfully request Board of Trustees approval in the amount of \$ 43,406.64 to cover 24 Leica DM500 microscopes and associated power cables.

Please note that, per Board Policy, a competitive bid is not required for this purchase because Fisher Scientific is an OMNIA source provider.

Recommended Motion:

Approve as presented the purchase of 24 Leica DM500 microscopes and associated power cables from Fisher Science Education in the amount of \$43,406.64 for use at the Effingham Technology Center science lab.

Please feel free to contact me with any questions or for further information.

Mike Rudibaugh

Sales Quotation

*Quote Nbr	Creation Date	Due Date	Page
5188-3183-18	07/07/2025		1 of 1
Payment Terms		Delivery Terms	
NET 30 DAYS		DESTINATION	
Valid To		Prepared By	
07/18/2025		LONGFIELD, MICHAEL	
Customer Reference		Sales Representative	
RFQ QU-1027531		AMANDA HRENCZUK	
To place an order	Ph: 800-955-1177	Fx: 800-955-0740	
Submitted To:		Customer Account: 452051-001	
JACOB MURPHY AMANDA.HRENCZUK@THERMOFISHER.COM 217-234-5478		LAKE LAND COLLEGE 5001 LAKE LAND BLVD MATTOON IL 61938-9366	


Fisher Science Education

Part of Thermo Fisher Scientific

 FISHER SCIENCE EDUCATION
 300 INDUSTRY DRIVE
 PITTSBURGH PA 15275-0001

[Review and Place Order](#)
[Click here or go through your purchasing system to fishersci.com quotes](#)

***Please reference this Quote Number on all correspondence.**

 Don't have a profile? Register on fishersci.com

 For complete Terms and Conditions, please [click here.](#)

Nbr	Qty	UN	Catalog Number	Description	Unit Price	Extended Price
1	24	EA	NC3569932	DM500 BF4 OBJ STD PLAN OUTFIT	1,784.80	42,835.20
			Vendor Catalog # 13613208 No Image Available. Hazardous Material Original Catalog Number 13613208			
2	24	EA	NC2964462	US POWER CORD	23.81	571.44
			Vendor Catalog # 13613900 No Image Available. Hazardous Material Original Catalog Number 13613900			

MERCHANDISE TOTAL
43,406.64
NOTES:
Returns are subject to manufacturer terms and conditions.

We now offer highly competitive financing with low monthly payments. Please contact your local sales representative for more information.

Tell us about your recent customer service experience by completing a short survey. This should take no longer than three minutes. Enter the link into your browser and enter the passcode: USA-PGH-CS2

<http://survey.medallia.com/fishersci>

LAKE LAND COLLEGE

MEMO

TO: Dr. Jonathan Bullock, President

FROM: John Woodruff, Vice President for Business Services

DATE: June 25, 2025

RE: Cengage Renewal

Cengage provides digital content specific to Lake Land College coursework as well as a large library of digital tools for our students. Once a student is approved and given access, they have unlimited access to all of these resources for 4 months, which aligns with the end of a semester.

The current contract, which expires August 8th, requires Board of Trustees approval. The current contract charges Lake Land College \$90.42/subscription. We anticipate final year-end student subscriptions to total 755 users. Since the billing occurs at the end of each semester, there is some variance. We are asking the Board to approve up to \$68,267.10 for the current contract.

The renewal contract is a one-year agreement and contains three options. The contract requires a minimum commitment for each level. The proposed options are:

- Option 1 - \$100.50/subscription with a minimum commitment of 500 subscribers.
- Option 2 - \$97.50/subscription with a minimum commitment of 700 subscribers.
- Option 3 - \$182,000 All campus access for 12 months.

Although we exceeded 700 subscriptions this past year, we cannot guarantee the same level of participation during the term of the next agreement while we evaluate the Cengage solution. I therefore recommend we renew this agreement for one year at the option 1 level and ask the Board of Trustees to approve \$50,250, the minimum contract commitment. If we see that we will exceed this, we will request additional approval from the Board of Trustees.

Recommended motion one: Approve the current Cengage contract, which expires August 8, 2025, not to exceed \$68,267.10.

Recommended motion two: Approve the renewal of the Cengage contract for one year for \$50,250 with the commitment to obtain Board approval should student subscriptions exceed 500.

LAKE LAND COLLEGE

MEMO

TO: Dr. Jonathan Bullock, President

FROM: John Woodruff, Vice President Business Services

DATE: June 25, 2025

RE: Mattoon Campus - Generator Electronics Repair

During the early morning hours (~2:30am) of Friday May 9th, the campus lost commercial power and neither of the two generators kicked on to supply power. As a result, we lost network connectivity that impacted the start of the campus day until about 9am. Following the outage, we engaged our vendor to diagnose the generator failure.

Following the on-site diagnosis by Altorfer, the Caterpillar authorized repair service, they found that the computer that controls everything was no longer functional. However, the computer could not be repaired, and is so old, no replacement parts are available. The computer and electronics recognize the loss of commercial power and signal the generators to turn on. The computer also load balances between the two generators. Given the current condition, each time we lose power, we have to manually start the generators. Depending on the time of day, it could be 5 minutes to an hour if we need to call an employee in. We have had two loss-of-power events requiring manual generator start.

Working in a manual environment, we don't believe it is the best, nor safe solution. It would cost upwards of \$900,000 to replace both generators. We believe mechanically, these generators still have a fair amount of life left. No used replacement parts are in existence that we have found. Therefore, we recommend the replacement of the computer and existing electronics, which will modernize both generators, at a total cost of \$253,230.00. Because the generators are Caterpillar, Altorfer is the only authorized company to complete the repairs. There was no bid process based on Board Policy 10.22.4e *"Contracts for the maintenance or servicing of, or provision of repair parts for, equipment which are made with the manufacturer or authorized service agent of that equipment where the provision of parts, maintenance, or servicing can best be performed by the manufacturer or authorized service agent."*

We will fund the replacement using PHS funds (Public, Health and Safety).

Recommended motion: Approve as presented the replacement of the computer and associated electronics used to manage the campus generators at a total cost of \$253, 230 with Altorfer, the authorized Caterpillar repair service.



4949 International Parkway • Springfield, IL 62711 • Phone: 217.529.5541 • Fax: 217.529.0020

Ref #: ND_5272025

Page 1 of 4

PROPOSAL

Date: 5/27/2025

Customer: Lake Land College

Attention: Scott Rawlings

Project Name: Generator Voltage Regulator and Power Module Retrofit.

Altorfer Power Systems appreciates the opportunity to work with you on this project. This proposal includes the standard accessories provided by manufacturer with optional peripheral equipment and services as identified in this proposal through our interpretation of the project requirements.

Top-level equipment and services offerings provided under this proposal:

ITEM I

Update Caterpillar DVR/VR6 voltage regulator for Caterpillar engine serial number 024Z09743 and 024Z04128. Startup and testing included.

Provide new controls package for two power modules and make associated changes to generator bus cubicle, system cubicle and utility cubicle, provide one remote annunciator box. Reusing existing power envelope, breakers and transformers and 2301A load sharing & speed control. Demo old controls and install new at site, start up and test system per the technical field service line items below.

Additionally, we have detailed the equipment configuration and services relative to our understanding of these requirements in the body of this document. Please check it for correctness and completeness to be certain that it meets your needs. Please contact us for any clarifications or refinements that may be necessary to meet the scope of the project, as you understand it.

At the conclusion of this proposal, you will find the quoted price and additional commercial related information regarding the terms of this agreement. Thank you for considering Altorfer Power Systems and the opportunity to provide your equipment and service needs. We are firmly committed to providing the best possible support and service during the life cycle of this project.

Sincerely,

Nicholas A. Dunham

Nicholas A. Dunham
Power Sales Group
Altorfer / Caterpillar

ALTORFER CAT • 23 STORES • IOWA • ILLINOIS • INDIANA • MISSOURI

Bartonville IL • Bettendorf IA • Cedar Falls IA • Cedar Rapids IA • Champaign IL • Clinton IL
Decatur IL • Dix IL • Dubuque IA • Dwight IL • East Peoria IL • Elmhurst IL • Hammond IN • Joliet IL • Oglesby IL
Rock Falls IL • Rockford IL • Springfield IL • Urbana IL • Wauconda IL • West Branch IA • West Burlington IA



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Ref #: ND_5272025

Page 2 of 4

TECHNICAL FIELD SERVICE TO INCLUDE:

Technical Field Service to Include:

Note: Field Services do not include initial fuel fill or replenishment, videotaping, sound measurements, or city permits for load testing on site.

Power Module Paralleling Controls Cabinets (2 gens typical)

Reusing 2301 load sharing module, and 51G relay

2- New cabinet Doors

2 - Generator control module, Woodward Easygen 3400XT-P2

2 - Door mounted easYview 7 remote display panel, includes DC to DC converter with 24VDC regulated output

2- Easygen IKD I/O expansion module

2- Circuit breaker control switch, with positions as required.

2 - Set of circuit breaker position LEDs.

2 - Set of circuit breaker auxiliary trip and close relays.

2 - Emergency stop push button.

2 - Lot of misc. wire, lugs, nameplates, terminal boards, etc., as required.

System\Auxiliary Cabinets

Remove old PLC and associated components

2 - New cabinet door

2- power Shark 50 PQM

2 - Circuit breaker control switch, with positions as required.

2 - Set of circuit breaker position LEDs.

2 - Lot of misc. wire, lugs, nameplates, terminal boards, etc., as required.

Utility Cabinet

1 - New cabinet door

1 - Door mounted easyView 15" remote display panel, includes DC to DC converter with 24VDC

1 - eight port ethernet switch

1 - Shark power meter 50 PQM

1 - Sync and breaker control module, Woodward LS6.
regulated output.

1 - Protective relay, Schweitzer SEL-751 control power as required

1 - Set of protective relay current and potential test blocks as required.

1 - 86 Lockout relay, ESCO 24 series, contacts as required.

1 - Circuit breaker control switch, with positions as required.

1 - Set of circuit breaker position LEDs.

1 - Set of circuit breaker auxiliary trip and close relays.

1 - Lot of misc. wire, lugs, nameplates, terminal boards, etc., as required.

Remote annunciator box

1 - Hoffman box 30" X 24" X 11"

1 - easYview 15-150 remote touch panel part# 8446-1073

2 - Emergency stop push buttons.

1- Alarm horn with reset

1- 120VAC -24VDC 21Watt power supply

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Decatur IL • Dix IL • Dubuque IA • Dwight IL • East Peoria IL • Elmhurst IL • Hammond IN • Joliet IL • Oglesby IL
Rock Falls IL • Rockford IL • Springfield IL • Urbana IL • Wauconda IL • West Branch IA • West Burlington IA

ALTORFER
Power Systems



4949 International Parkway • Springfield, IL 62711 • Phone: 217.529.5541 • Fax: 217.529.0020

Ref #: ND_5272025

Page 3 of 4

EQUIPMENT STARTUP:

Time allowed for 1 (one) factory certified technician is based on accessibility, site preparation and safety concerns for both equipment and personal. These services are to be performed during normal business hours, Monday through Friday 7:30 am to 3:30 pm. Additional personal required or revisits as dictated by the site, will require a written request for services with a change order by an authorized person and will be billed at prevailing rates.

(1) Enercon Field Service Technician for (3) trips comprised of a period of up to (5) days on site for installation evaluation, testing and training.

Work to be completed between 7:00am and 5:00pm (Monday - Friday).

Retrofits: If a retrofit is being completed on the equipment:

- Is there a plan in place for back-up power such as back-up generation/ATS as needed to support end user requirements; and isolates hazardous voltages in areas Enercon Engineering technicians are working in?

FINANCIAL TERMS:

Net cash 30 days upon receipt of invoice, with credit approval. Equipment will be invoiced at the contracted amount when ready for shipment. Retainers are not allowed unless previously negotiated and are identified in this proposal. Late charges of 1-1/2% per month will be assessed for late payments and customer will also be responsible for any collection costs and expenses, including reasonable attorney's fees. Equipment storage fees may apply when delivery is not accepted when ready for shipment. Sales tax is **NOT** included in the purchase price and will be charged at the current tax rate, if applicable.

ADDITIONAL TERMS AND CONDITIONS:

The scope of supply for this quotation is limited to the equipment and services listed in this proposal. The bill of material herein does not include demolition, removal, terminations, installation, labor, fuel, fuel piping, air ducting, exhaust silencer installation, exhaust piping or electrical wiring between loose items such as engine, control gear, transfer switches, day tanks, battery charger, etc. Coordination studies & relay settings & relay testing services are not included. Permitting not included. The customer is responsible for any and all installation of the above Equipment unless specifically modified by this proposal. All equipment needed to perform any loading or unloading of the Equipment supplied by Altorfer Power Systems is the responsibility of the customer unless specifically modified by this proposal. Unless specifically listed in our bill of material, equipment not indicated is to be supplied by others. We reserve the right to correct any errors or omissions. Customer's signature on this quotation or the issuance of a purchase order or other acknowledgement by customer for the Equipment shall constitute acceptance of this quotation subject only to the terms and conditions set forth herein notwithstanding any terms and conditions contained in any such purchase order or other acknowledgment or communication from the customer which are different from or in addition to the terms and conditions of this quotation. This quotation is subject to any applicable manufacturer's general terms and conditions of sale. Changes to the terms of this quotation may only be made by the express written agreement of Altorfer Power Systems. Altorfer Power Systems shall not be responsible for any consequential, special, indirect or liquidated damages hereunder or for any manufacturer or other delays beyond Altorfer's control. Altorfer Power Systems will not be responsible for any labor or material charges by others associated with the start-up and installation of this equipment unless previously agreed upon, in writing by Altorfer Power Systems. This quotation expires in 30 calendar days or sooner with notice and is subject to prior sale. The prices stated herein are subject to any manufacturer increases if the order is not released for manufacture within 90 calendar days from order date or, if drawings for approval are required, the

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ALTORFER
Power Systems


4949 International Parkway • Springfield, IL 62711 • Phone: 217.529.5541 • Fax: 217.529.0020

Ref #: ND_5272025

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drawings are not returned and released for manufacture within 30 calendar days of mailing date. For any completed order, scheduled for shipment, that is held, delayed or rescheduled at the request of the Buyer, Seller may, at its sole option, ship to storage, invoice, and transfer title, all at the sole cost and risk of loss of the Buyer. Buyer may terminate or cancel an order by written notice and upon payment of appropriate charges based upon a percentage of the quoted sales price at the stage of completion: 10% hold for approval status and 100% after release for manufacture status.

AVAILABILITY:

Determined after approved release. Equipment submittal time is to be negotiated.

EXCEPTIONS & CLARIFICATIONS:

Quotation is based on specifications and drawings provided only. If actual job site conditions/local codes require a change in BOM, all such changes will be quoted and billed accordingly.

Proposal does not include rental generator. If required, Altorfer rental representative can provide availability and cost.

Total price for these product and services:

Update Caterpillar DVR/VR6 voltage regulator for Caterpillar engine serial number 024Z09743 and 024Z04128. Startup and testing included.

Provide new controls package for two power modules and make associated changes to generator bus cubicle, system cubicle and utility cubicle, provide one remote annunciator box. Reusing existing power envelope, breakers and transformers and 2301A load sharing & speed control. Demo old controls and install new at site, start up and test system per the technical field service line items.

Total Cost \$253,260.00 (Plus tax) FOB: Jobsite Tailgate

2025 Supply Chain Volatility Note - Altorfer Power Systems continuously strives to reduce costs and optimize productivity whenever possible. Unfortunately, the current volatility of the supply chain has necessitated a price review process that will take place at the time we receive a "release for production" for this project. We will review the cost basis that was used at the time of quotation and if we find our inputs have increased, we will issue a revised proposal before accepting your "release for production".

ACCEPTANCE:
ALTORFER POWER SYSTEMS

(Customer Signature)

Nicholas A. Dunham

Phone: 217.640.0683

DATE: _____

Email: nick.dunham@altorfer.com

Should you have any questions or comments on this matter, please do not hesitate to contact us.

This information is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. No waiver of applicable privilege and/or protection against disclosure is intended. If you are not the intended recipient, you are hereby notified that any use of, dissemination, distribution or copy of this communication is strictly prohibited. If you receive this communication in error, please notify us immediately by telephone so that we can arrange return of the original message to us at no cost to you. Once equipment is delivered and installed, service requires two weeks' notice to schedule startup and load bank testing.

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MEMO

TO: John Woodruff, Vice President for Business Services

FROM: David Stewart, Chief Information Officer

DATE: June 26, 2025

RE: Approval Request for Vertiv UPS Support for One Year

ISS is seeking Board approval for the purchase of a 3-year support agreement with Vertiv for the college's uninterruptible power supply (UPS) system. The agreement includes comprehensive preventative maintenance and emergency response services for our critical power infrastructure. This support is essential to maintaining system uptime, ensuring battery reliability, and preventing power-related disruptions in campus operations.

The Vertiv support agreement provides annual preventive maintenance and 24/7 emergency service for Lake Land College's backup power systems, including the main uninterruptible power supply (UPS) units, support cabinets, and lithium battery systems. Services include full inspections, testing, cleaning, and performance checks to ensure system reliability and safety. The agreement covers all labor, travel, and most parts, with certified technicians performing the work. It also includes battery recycling (where applicable) and rapid response within four hours for critical issues, ensuring minimal disruption during power events. Each service is performed by Vertiv-authorized and factory-trained technicians, with coordination facilitated by the Vertiv Customer Resolution Center and online portal.

The total cost for this 3-year renewal agreement is \$34,578.00, as quoted by Dell. A 1-year agreement would cost the college \$12,502.38. This will result in a savings of ~\$2,900 with the 3-year agreement. This quote encompasses all required services, including parts, labor, travel, and access to emergency support services. This agreement ensures our critical infrastructure remains operational, safe, and aligned with the College's continuity and disaster recovery plans.

Recommended motion: Approve as presented the 3-year support agreement with Dell for the Vertiv UPS system for the amount of \$34,578.00.

From: Garrison, Nick <Nick.Garrison@dell.com>
Sent: Monday, June 9, 2025 11:00 AM
To: Garrison, Nick
Subject: Your Dell Quote 3000191049549.1



Your quote is ready for purchase.

Complete the purchase of your personalized quote through our secure online checkout before the quote expires on **Jul. 09, 2025**.

You can download a copy of this quote during checkout.

[Place your order](#)

Quote Name:	3 year	Sales Rep	Nick Garrison
Quote No.	3000191049549.1	Phone	1(800) 456-3355, 6183804
Total	\$34,578.00	Email	Nick.Garrison@dell.com
Customer #	3965173	Billing To	ACCOUNTS PAYABLE LAKE LAND COLLEGE 5001 LAKE LAND BLVD MATTOON, IL 61938- 9366
Quoted On	Jun. 09, 2025		
Expires by	Jul. 09, 2025		
Contract Name	Dell Midwestern Higher Education Compact (MHEC) Master Agreement		
Contract Code	C000000979569		
Customer Agreement #	MHEC-04152022		

Message from your Sales Rep

Please use the Order button to securely place the order with your preferred payment method online. You may contact your Dell sales team if you have any questions. Thank you for shopping with Dell.

Regards,
Nick Garrison

Additional Comments

3 year

Product	Unit Price	Quantity	Subtotal
CS-LAKE LAND COLLEGE-CPQ-652490-01-SID 1941589 SID 1941589	\$34,578.00	1	\$34,578.00
Subtotal:			\$34,578.00
Shipping:			\$0.00
Non-Taxable Amount:			\$34,578.00
Taxable Amount:			\$0.00
Estimated Tax:			\$0.00
Total:			\$34,578.00

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Shipping Group Details













Shipping To JAY WESTENDORF LAKE LAND COLLEGE 5001 LAKE LAND BLVD MATTOON, IL 61938 (217) 234-5425	Shipping Method Standard Delivery
-------------------------------------------------------------------------------------------------------------------------	---------------------------------------------

CS-LAKE LAND COLLEGE-CPQ-652490-01-SID 1941589 SID 1941589		Unit Price	Quantity	Subtotal
		\$34,578.00	1	\$34,578.00
Estimated delivery if purchased today: Jul. 24, 2025 Contract # C000000979569 Customer Agreement # MHEC-04152022				
Description	SKU	Unit Price	Quantity	Subtotal
CS-LAKE LAND COLLEGE-CPQ-652490-01-SID 1941589 SID 1941589	AD369072	-	1	-
Subtotal:				\$34,578.00
Shipping:				\$0.00
Estimated Tax:				\$0.00
Total:				\$34,578.00

CONNECT WITH DELL:



BROWSE MORE OPTIONS:

 IT Transformation	 Laptops	 Desktops
 Servers & Storage	 2-in-1's	 Electronics & Accessories
 Financing Options	 Dell Services	 Dell Support
 Subscription Center	 Events	 Dell Premier

Important Notes

Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All products, pricing, and other information is based on the latest information available and is subject to change for any reason, including but not limited to tariffs imposed by government authorities. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to Tax_Department@dell.com or ARSalesTax@emc.com, as applicable.

Governing Terms: This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at www.dell.com/terms or www.dell.com/oemterms), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

Supplier Software Licenses and Services Descriptions: Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on www.Dell.com/eula. Descriptions and terms for Supplier-branded standard services are stated at www.dell.com/servicecontracts/global or for certain infrastructure products at www.dell.com/en-us/customer-services/product-warranty-and-service-descriptions.htm.

Offer-Specific, Third Party and Program Specific Terms: Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on www.dell.com/offeringsspecificterms ("Offer Specific Terms").

In case of Resale only: Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

In case of Financing only: If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

SCOPE OF WORK

UNINTERRUPTIBLE POWER SYSTEMS

EXM UPS ONLY

ESSENTIAL SERVICE - 1 PM

SERVICE SUMMARY

Feature	Detail
On-Site Service	Includes 1 Preventive Maintenance Service, scheduled by the customer between 8am-5pm, Monday-Friday (excluding national holidays).
Response Time	Guaranteed 4-hour on-site emergency response, 7 days/week, 24 hours/day, within 150 miles of a Vertiv Services' Service City.
Customer Support	Includes access to the Customer Resolution Center (1-800-543-2378) and the Vertiv Customer Services Network Online Internet portal.
Parts	Includes parts coverage (limits may apply; see Assumptions and Clarifications, as applicable, for more details).
Internal Battery Coverage	Includes parts, labor, disposal and battery jars as required - up to 10% of the battery jars per year, not accumulated over contract term (limits may apply; see Assumptions and Clarifications, as applicable, for more details).
Labor & Travel	Includes 100% labor and travel coverage 7 days/week, 24 hours/day, within the 48 contiguous states and Hawaii.
Service Professional	Performed by Vertiv factory trained and authorized technician. Vertiv Services is the OEM service provider for Liebert products.
Battery Recycling	Includes battery recycling as required, with documentation meeting EPA requirements.

SERVICE PERFORMED

UPS Full Preventive Maintenance Service

1. Perform a temperature check on all breakers, connections and associated controls. Repair and/or report all high temperature areas.
2. Perform a complete visual inspection of the equipment, including sub-assemblies, wiring harnesses, contacts, cables and major components.
3. Check air filters for cleanliness. (if applicable)
4. Record all voltage and current meter readings on the display.
5. Check all nuts, bolts, screws, and connectors for tightness and heat discoloration.
6. With customer approval, perform operational test of the system including unit transfer and battery discharge.
7. Calibrate and record all electronics to system specifications.
8. Check or perform Engineering Field Change Notices (FCN) as necessary.
9. Record phase-to-phase input voltage and currents.
10. Review system performance with customer to address any questions and to schedule any repairs.

Internal Battery Full Preventive Maintenance Service (applicable to EXM models with internal batteries only)

1. Inspect the appearance and cleanliness of the battery and the battery room. Clean normal cell top dirt accumulation (to be done only with battery off line).
2. Measure and record the total battery float voltage and charging current.
3. Measure and record overall AC ripple current.
4. Measure and record overall AC ripple voltage.
5. Visually inspect the jars and covers for cracks and leakage.
6. Visually inspect for evidence of corrosion.
7. Measure and record ambient temperature.
8. Verify the condition of the ventilation equipment, if applicable.
9. Verify the integrity of the battery rack/cabinet.
10. Measure and record 100% of the cell temperatures.
11. Measure and record the float voltage of all cells.
12. Measure and record all internal impedance readings.
13. Provide a detailed written report noting any deficiencies and corrective action needed, taken and/or planned.
14. Re-tighten all battery connections to the battery manufacturer's specifications, offline only.

Corrective Maintenance Performed as Required

1. Refurbish cell connections as deemed necessary by the detailed inspection report.

ASSUMPTIONS AND CLARIFICATIONS

Parts coverage excludes air filters, proactive full bank capacitor replacement and fan replacement.

Customer should check air filters monthly for cleanliness and replace as necessary.

Maintenance does not include System Control Cabinet, Power Tie, Breaker Cabinets, Load Bus Sync or Maintenance Bypass Cabinets.

All battery checks are recorded through the Field DB reporting system. Only visual battery inspection and total battery voltages are to be recorded on the UPS E-form. The full battery maintenance inspection will be conducted through Field DB.

CUSTOMER RESPONSIBILITIES

In order to provide timely, accurate and thorough execution of the services described herein, Vertiv requests the following:

- **Point of Contact:** Provide an authorized point of contact(s), specific for the scope of work, for scheduling and coordination purposes.
- **Scheduling:** Make dates available for scheduling service. All visits must be requested 10 business days in advance of need by contacting the Vertiv Services Customer Resolution Center at 1-800-543-2378.
- **Site Access:** Prior to time of scheduled work, provide site access including any customer required escort, security clearance, safety training and badging for Vertiv service personnel.
- **Equipment Access:** Convenient access to the equipment covered by the Scope of Work. Prior to scheduled time of work, notify Vertiv service personnel of any special requirements for equipment access including lifts, ladders, etc.
- **Shutdown:** Service may require shutdown of load to ensure electrical connection integrity.
- **Notification:** If for any reason the work cannot be performed during scheduled time, notify Vertiv service personnel 24-hours prior to scheduled event.

SCOPE OF WORK

UNINTERRUPTIBLE POWER SYSTEMS

PERIPHERALS MAINTENANCE BYPASS CABINET MODULE BATTERY DISCONNECT, LOAD BUS SYNC, POWER TIE, SLIM LINE DISTRIBUTION CABINET

ESSENTIAL SERVICE - 1 PM

SERVICE SUMMARY

Feature	Detail
On-Site Service	Includes 1 Preventive Maintenance Service, scheduled by the customer between 8am-5pm, Monday-Friday (excluding national holidays).
Response Time	Guaranteed 4-hour on-site emergency response, 7 days/week, 24 hours/day, within 150 miles of a Vertiv Services' Service City.
Customer Support	Includes access to the Customer Resolution Center (1-800-543-2378) and the Vertiv Customer Services Network Online Internet portal.
Parts	Includes parts coverage (limits may apply; see Assumptions and Clarifications, as applicable, for more details).
Labor & Travel	Includes 100% labor and travel coverage 7 days/week, 24 hours/day, within the 48 contiguous states and Hawaii.
Service Professional	Performed by Vertiv factory trained and authorized technician. Vertiv Services is the OEM service provider for Liebert products.

SERVICE PERFORMED

1. Perform a complete visual inspection of the equipment, including sub-assemblies, wiring harnesses, contacts, cables and major components.
2. Check all mechanical connections for tightness and heat discoloration, making corrections where necessary.
3. Clean any foreign material and dust from internal compartments.
4. Perform a status check of alarm circuits. (If Applicable).
5. Calibration of the equipment to meet manufacturer's specifications (if applicable).
6. Operational checkout of the system to include transfers and proper status indications.
7. Check or perform Engineering Field Change Notices (FCN) as necessary.
8. Return unit to operational service with normal load then measure and verify display indications.

ASSUMPTIONS AND CLARIFICATIONS

Includes 100% parts coverage, excluding circuit breakers and switches.

CUSTOMER RESPONSIBILITIES

In order to provide timely, accurate and thorough execution of the services described herein, Vertiv requests the following:



- Point of Contact: Provide an authorized point of contact(s), specific for the scope of work, for scheduling and coordination purposes.
- Scheduling: Make dates available for scheduling service. All visits must be requested 10 business days in advance of need by contacting the Vertiv Services Customer Resolution Center at 1-800-543-2378.
- Site Access: Prior to time of scheduled work, provide site access including any customer required escort, security clearance, safety training and badging for Vertiv service personnel.
- Equipment Access: Convenient access to the equipment covered by the Scope of Work. Prior to scheduled time of work, notify Vertiv service personnel of any special requirements for equipment access including lifts, ladders, etc.
- Shutdown: Service may require shutdown of load to ensure electrical connection integrity.
- Notification: If for any reason the work cannot be performed during scheduled time, notify Vertiv service personnel 24-hours prior to scheduled event.

TERMS AND CONDITIONS

Subject to all Terms & Conditions as noted in the Vertiv Services Terms & Conditions or the terms of a Master Agreement between the parties, if any, shall apply.

SCOPE OF WORK

STATIONARY BATTERY SYSTEMS

SAMSUNG LITHIUM BATTERY

ESSENTIAL SERVICE - 1 PM

SERVICE SUMMARY

Feature	Detail
On-Site Service	Includes 1 Preventive Maintenance Service, scheduled by the customer between 8am-5pm, Monday-Friday (excluding national holidays).
Response Time	Guaranteed 4-hour on-site emergency response, 7 days/week, 24 hours/day, within 150 miles of a Vertiv Services' Service City.
Customer Support	Includes access to the Customer Resolution Center (1-800-543-2378) and the Vertiv Customer Services Network Online Internet portal.
Battery Coverage	Includes parts, labor and battery modules as required (limits may apply; see Assumptions and Clarifications, as applicable, for more details).
Labor & Travel	Includes 100% labor and travel coverage 7 days/week, 24 hours/day, within the 48 contiguous states and Hawaii.
Service Professional	Performed by Vertiv factory trained and authorized technician. Vertiv Services is the OEM service provider for Liebert products.
Battery Recycling	Not included.

SERVICE PERFORMED

Annual Service

1. Inspect the appearance and cleanliness of the battery and the battery room.
2. Verify the integrity of the battery cabinet.
3. Verify all MCCB status – All on.
4. Inspect for any alarms that may be present and investigate if needed.
5. Download the rack and cell level data from the BMS and import into the battery report software for review and to provide a detailed report.
6. Verify the battery system settings meet manufacturers specifications.
7. Measure and record the ambient temperature.
8. Verify the functionality of the redundant power supplies.
9. Verify the humidity in the room is non-condensing and less than 60% Relative Humidity (RH).
10. Provide a detailed written report noting any deficiencies and corrective action needed, taken and/or planned.

ASSUMPTIONS AND CLARIFICATIONS

- Does not include full-string replacement parts nor labor coverage.

CUSTOMER RESPONSIBILITIES

In order to provide timely, accurate and thorough execution of the services described herein, Vertiv requests the following:

- **Point of Contact:** Provide an authorized point of contact(s), specific for the scope of work, for scheduling and coordination purposes.
- **Scheduling:** Make dates available for scheduling service. All visits must be requested 10 business days in advance of need by contacting the Vertiv Customer Resolution Center at 1-800-543-2378.
- **Site Access:** Prior to time of scheduled work, provide site access including any customer required escort, security clearance, safety training and badging for Vertiv service personnel.
- **Equipment Access:** Convenient access to the equipment covered by the Scope of Work. Prior to scheduled time of work, notify Vertiv service personnel of any special requirements for equipment access including lifts, ladders, etc.
- **Shutdown:** Service may require shutdown of load to ensure electrical connection integrity.
- **Notification:** If for any reason the work cannot be performed during scheduled time, notify Vertiv service personnel 24-hours prior to scheduled event.

TERMS AND CONDITIONS

Subject to all Terms & Conditions as noted in the Vertiv Terms & Conditions or the terms of a Master Agreement between the parties, if any, shall apply.

**LAKE LAND COLLEGE
BOARD OF TRUSTEES
HUMAN RESOURCES REPORT
July 14, 2025**

The following employees are recommended for FMLA leave. Board policy 05.04.12.

Garcia, Robert	5/14/25-6/9/25
Sines, James	7/1/25-9/22/25

The following employee has requested a General Leave of Absence/ Board policy 05.04.14

Stuttle, Tammie	5/24/25-7/13/25
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Additional Appointments

The following employees are recommended for additional appointments

	Position	Effective Date
Part-time		
Hewitt, Paul	Adjunct Faculty Business Division	6/5/25
	Primary position Application Engineer	
Salami, Aisha	Student Services Intern	5/27/25
	Primary position Newspaper Editor	

End Additional Appointments

The following employees are ending their additional appointment

	Position	Effective Date
Part-time		
Brozis, Sophia	Adm and Records Commencement Asst	5/16/25
	Primary position College Work-Study	
Catt, Dannielle	Summer College for Youth Assistant	6/23/25
	Primary position Com Learning Instructor	
Craig, Bethany	CBI Trainer	6/23/25
	Primary position Grants Writer and Cord	
Croft, Hank	Test Proctor, Tutor Student Learning Assist	5/15/25
	Primary position Carl Perkins Tutor	
Dust, Holly	Tutor-Bachelor	7/23/24
	Primary position Adj Faculty Math/Science	
Ennis, Emily	Tutor - Disability Services	5/15/25
	Primary position Tutor - Student Lrng Asst	
Fatheree, Dustyn	Adjunct Faculty Humanities Division	5/16/25
	Primary position Director of Adult Education	
Fisher, Kerry	Adult Education Adjunct Faculty	
	Primary position Allied Health BNA Adj	
Green, Bennett	Adm and Records Commencement Asst	5/16/25
	Primary position Perkins Student Worker	

Hodges, John	Director of Intramurals	6/25/25
	Primary position Bsktball Scorers/Timers	
Horton, Jesse	Tutor - Bachelor's Degree	5/15/25
	Primary Position Adj Reading Inst	
Johnson, David	Intramural Official	6/25/25
	Primary position Health and PE Instructor	
Kasera, Noella	Newspaper Editor, Student Services Intern	5/15/25
	Primary position Bookstore Rush Worker	
Kaufman, Rachel	Fitness Center Specialist	6/25/25
	Primary position Asst Softball Coach	
Naroze, Mark	Newspaper Editor - Student Newspaper	2/13/25
	Primary position College Work Study	
Perkins, Alexandria	Tutor-Disability Services	5/13/25
	Primary position College Work-Study	
Robison, Walter	Technical Training Specialist - CBI	6/25/25
	Primary position Applied Engineering Inst	
Tawdros, Nermine	IEL Instructor	6/19/25
	Primary position Assessment Coordinator	
Watkins, Crystal	Adult Education Instructor	6/25/25
	Primary position Adult Education Specialist	
White, Lee	Tutor - Disability Services	5/15/25
	Primary position Tutor - Student Lrng Asst	

New Hire-Employees

The following employees are recommended for hire

	Position	Effective Date
Unpaid Volunteer		
Reel, Adam	Dual Credit Instructor	6/26/25
Full-time		
Bond, Katheranne	Enrollment Specialist	7/21/25
Orris, Taylor	Enrollment Specialist	7/15/25
Peebles, Grant	Correctional Career Technology Instructor	6/9/25
Stephens, Tanner	Data Analyst& Data Warehouse Coordinator	7/21/25
Part-time		
Burton, Wade	Technical Support Assistant - Info Security	6/16/25
Earnest, Jefferson	Adjunct Faculty Technology Division	8/25/25
Metzger, Abigail	Newspaper Editor - Student Newspaper	8/25/25
Smyser, Trevor	Technical Support Assistant	6/9/25

Terminations/Resignations

The following employees are terminating employment

	Position	Effective Date
Full-time		
Allen, Amanda	Director of Annual Giving & Alumni Relations	7/8/25
Freshour, Kristine	Correctional Horticulture Instructor	6/3/25
Richards, Tyler	Correctional Horticulture Instructor	6/23/25

Part-time

Bergstrom, Cooper	Print Shop Technician Assistant	8/13/24
Bowers, Keira	Special Needs Note Taker	2/12/25
Branson, Gary	Retiree Incentive Program	6/4/25
Bushur, Maria	Adult Education Instructor	5/23/24
Coad, Samantha	IDOC CPR Instructor	6/30/25
Cukle, Feda	Print Shop Technician Assistant	5/9/25
Davis, Charleece	Part-Time Groundskeeper	5/15/25
Finks, Patricia	Adjunct Faculty Humanities Division	5/12/25
Fitzgerald, Andrew	Adjunct Faculty Technology Division	12/8/23
Fuller, Chloe	Newspaper Editor - Student Newspaper	3/18/25
Gaslain, David	Adm and Records Commencement Asst	5/16/25
Hincapie Alzate, Samuel	Print Shop Technician Assistant	5/13/25
Hoene, Gage	Tutor - Student Learning Assistance Center	1/31/25
Holley, Susie	Lab Student Assistant	11/26/24
Hopper, Avery	Special Needs Note Taker	3/28/25
Huston, Ruby	Adult Education Instructor	12/16/24
Juneau, Gary	Adjunct Faculty Math and Science Division	3/7/25
Kambobe, Pamela	International Student Ambassador	10/23/24
Latch, Jacob	Print Shop Technician Assistant	5/22/25
Moran, Macy	Agriculture Education Intern	6/21/25
Msoni, McKay	International Student Ambassador	10/15/24
Mufalo, Ifunga	Bookstore Rush Worker	10/2/24
Porter, Janice	Part-Time Groundskeeper	5/22/25
Reichert, Jacob	Special Needs Note Taker	12/6/24
Richards, Sydney	Fitness Center Specialist	9/6/24
Rincon Rojas, Jean	Student Services Intern	1/10/25
Rubin, Talianna	Tutor - Student Learning Assistance Center	5/14/25
Skowronski, Emma	Newspaper Editor - Student Newspaper	4/4/25
Smith, Alison	Volleyball Assistant Coach	11/22/24
Spencer, Audri	Part-Time Groundskeeper	5/29/25
Stolz, Cheryl	Adjunct Faculty Humanities Division	12/6/24
Strode, Celestia	Tutor - Student Learning Assistance Center	5/14/25
Taylor, Mackenzie	Recruitment & Enrollment Mgt Assistant	6/19/25
Trier, Slater	Print Shop Technician Assistant	8/8/24
Wirth, Krishna	Newspaper Editor - Student Newspaper	4/23/25

Transfers/Promotions

The following employees are recommended for a change in position

	Position	Effective Date
Full-time Tenure Track		
Young, Rachel	Business Instructor	8/22/25
	Transferring from Adj Faculty Business	