

Lake Land College Equity Plan

MAY 2024

LAKE LAND
COLLEGE

Lake Land College Equity Plan

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II. Introduction

A. Institutional vision of Diversity, Equity, Inclusion, and Accessibility, including:

1. Institutional vision for Equity

- a. “Developing a community where everyone can thrive”

2. Adopted Institutional Diversity, Equity, Inclusion, and Accessibility Statements:

a. **Diversity, Equity and Inclusion Statement:** Board Policy 01.03.01

Lake Land College is committed to developing and maintaining an environment that embraces and actively supports diversity. We aspire to be an institution where the quality of education is enhanced and enriched by an inclusive campus community. We strive to provide dynamic learning and working environments that encourage multiple perspectives and the free exchange of ideas.

Policies, practices and procedures: In order to support policies, practices and procedures that promote equitable access, experiences, opportunities and outcomes, we have adopted and incorporated the following guidance from the Association of Community College Trustees.ⁱ

Educational equity is multifaceted and impacts all facets and all programs in community Colleges. Equity in higher education refers to creating opportunities for equal access and success among historically underrepresented student populations, to ensure:

- i. Proportional participation at all levels of an institution (equitable access);
- ii. Adequate resources directed at closing equity gaps (resource/financial equity);

- iii. Institutional leadership addressing diversity, equity and inclusion issues (adaptive leadership);
 - iv. A welcoming environment in which all diverse students can succeed (racial, gender, gender identity, sexual orientation, military status, incarceration status, ability equity);
 - v. Social mobility and economic success for all learners (social economic equity).
- b. **Neurodiversity Statement:** **Board Policy 01.03.01** At Lake Land College, we recognize and celebrate the variety of learning and thinking abilities that make up neurodiversity. We also value the unique perspectives and insights those with neurodiverse minds bring to our community. We are committed to fostering an inclusive environment that embraces and supports individuals with neurodivergent minds. Diverse minds are an invaluable contribution to the overall innovation, creativity and success of the College as a whole, and we continue to strive to provide environments where all individuals can thrive.
 - c. **Accessibility Statement:** Lake Land College is committed to providing an accessible, inclusive and equitable experience designed for all students, staff, faculty and community members to thrive within the physical and digital campus. This commitment is designed to eliminate barriers, regardless of ability or technology and to cultivate an environment that fosters success and a sense of belonging for the Lake Land College community.

3. Adopted Institutional Mission, Vision and Value Statements

- a. **Mission Statement:** **Board Policy 01.03** 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.

Our College fulfills this mission through:

- i. University transfer education
- ii. General education
- iii. Technical & career education
- iv. Workforce development
- v. Community and continuing education
- vi. Intellectual and cultural programs
- vii. Support services

b. **Vision and Values Statement**: Engaging minds, changing lives, through the power of learning. Our College fulfills this vision through its values.

- i. Caring: Showing respect and compassion for others
 - I treat others as equals.
 - I hear and recognize the ideas/beliefs of others.
 - I recognize a job well-done.
 - I respect my own and others' work-life balance.
 - I bring a positive attitude to each situation.
- ii. Communication: Creating an environment that values the open exchange of ideas
 - I follow through by returning phone calls and acknowledging correspondence with others, in a timely manner.
 - I listen to feedback to help me grow.
 - I speak directly with those involved.
 - I use the open-door policy.
 - I withhold judgment until the entire idea is expressed.

- I share all appropriate information that can be shared.
- iii. Teamship: Working together and with others to create a whole greater than the sum of the parts
- I work for the good of the group.
 - I hold myself and others accountable.
 - I celebrate individual and team success.
 - I identify, utilize, and challenge strengths in myself and others.
 - I regularly support team members.
- iv. Innovation: Taking risks to create new opportunities
- I evaluate current processes and constantly look for new and better ways to improve.
 - I solve problems with old and new ideas.
 - I openly voice new ideas.
 - I integrate my experiences into my daily work. I constantly improve.
 - I share with others what I have learned from my past experiences.
- v. Excellence: Consistently achieving the highest level of quality
- I support and encourage personal and professional growth.
 - I practice high ethical standards.
 - I exhibit passion and enthusiasm in my daily tasks.
 - I accept no less than the highest levels of integrity in myself and others.
 - I go above and beyond.

4. Board Policies regarding Equity, Diversity and Inclusion at Lake Land College

a. [Admission of Students](#): **Board Policy 07.01** Admission

requirements are to be published in the College Catalog. All applicants for admission are required to file an official Intent to Enroll form. Students are admitted according to the current residency policy of the College. (See Board Policy No. 07.06.)

- i. Lake Land College does not deny admission to a person on the basis of race, traits of race, color, sex, age, religion, national origin, ancestry, disability, marital or civil union status, veteran status, sexual orientation, or any basis of discrimination precluded by applicable federal and state statutes.

Traits of race includes, but is not limited to, hair texture and protective hairstyles such as braids, locks and twists, per Public Act 102- 1102 - Create a Respectful and Open Workplace for Natural Hair (CROWN) Act, which amended the definition of “race” in the Illinois Human Rights Act effective January 1, 2023.

Lake Land College admits students in the following categories:

- High school graduate.
- Recipient of a GED Certificate.
- Transfer student from an accredited College.
- Non-high school graduate 18 years of age or older.
- Student whose connection with a secondary school is severed. Any student who is 16 years of age or over and has severed connection with a secondary school, as certified in writing by the chief executive

officer of the secondary school in which the student has legal residence, is eligible to attend the College in accordance with the policies of the Board.

- A student currently enrolled in a secondary school program may be accepted into a College course(s) if that student qualifies under Lake Land Board Policy 06.19 – Dual Credit Program. If such courses are offered during the regular school day established by the secondary school or are offered for secondary school credit, prior approval of the chief executive officer of the secondary school district must be received.
- Student in a program for a special group.
- A gifted student less than 16 years of age may enroll in course work at Lake Land College. A gifted student is defined as a student who is judged to possess exceptionally high academic ability by both the secondary school/home school in which the student is enrolled and the College.

ii. A student must meet the following requirements to enroll as a Lake Land College gifted student:

- Be identified as a gifted student by the secondary school/home school in which the student is enrolled and have approval of the school's chief executive officer on the Gifted Student Admission form.
- Demonstrate College readiness by meeting College-level placement in two of three areas (reading,

English and mathematics) as determined by ACT, SAT or College placement test and meet any minimum placement requirements identified for a specific course.

- Submit the Gifted Student Admission form with all required approvals to the office of Admissions and Records.
- Gifted students are limited to enrollment in one academic course during their first term of enrollment and may enroll in two courses each semester thereafter if they maintain a Lake Land College cumulative grade point average (GPA) of 3.0 or higher.
- A gifted student who reaches the age of 16 will follow the requirements in the appropriate category (1-8) above.

iii. Lake Land College admits as regular degree seeking students only those who:

- Have a high school diploma; and/or
- Have the recognized equivalent of a high school diploma; and/or
- Are beyond the age of compulsory school attendance in the State in which the institution is physically located. For Federal Student Aid purposes, Lake Land College admits only the following as regular Title IV eligible students:
 - Those that have a high school diploma; and/or
 - Those that have the recognized equivalent of a high school diploma

- iv. The Financial Aid Office will work with the Admissions office and other relevant sources such as the secondary school of attendance to evaluate the validity of a student's high school completion if the institution or the Secretary has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.
- b. [Accessibility of College Programs and Facilities and Services for Individuals with Disabilities](#): **Board Policy 07.36** Lake Land College is committed to providing an accessible, inclusive and equitable experience designed for all students, staff, faculty and community members to thrive within the physical and digital campus.
 - i. This commitment is designed to eliminate barriers, regardless of ability or technology and to cultivate an environment that fosters success and a sense of belonging for the Lake Land College community. It is the policy of the College to provide a digitally and physically accessible campus. The College will comply with all regulations set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Illinois Accessibility Code of 1988, and their amendments.
 - ii. Lake Land College employs a Counselor for Student Accommodations & Mental Health Initiatives who is responsible for coordinating support services and accommodations for students with disabilities; assisting students, staff, and the public with concerns regarding compliance and accessibility; working with the Director of Physical Plant to review physical accessibility to the campus; advising the Director of Human Resources about

services for staff with a disability; and advising College departments regarding accommodations for visitors who wish to access the College's programs and services.

Individuals who wish assistance from College offices must meet the specific conditions established by law for accommodation.

- c. [Affirmative Action/Equal Opportunity](#): **Board Policy 11.01** Lake Land College is committed to maintaining a working and learning environment that promotes equal opportunity and affirmative action and that is free from unlawful discrimination and harassment.

It is the policy of Lake Land College not to engage in discrimination or harassment against any person because of race, color, sex, age, religion, national origin, ancestry, disability, marital or civil union status, veteran status, sexual orientation or any basis of discrimination precluded by applicable federal and state statutes. This policy applies to admission and access to and participation, treatment and employment in the College's programs, activities, and services.

The following campus office is assigned the responsibility for ensuring compliance with this policy as well as federal and state statutes and regulations concerning affirmative action and equal access: Office of the Director of Human Resources (217) 234-5210/Human Resources Office Complaint forms and procedures for filing can be obtained through Counseling Services or Human Resources. In addition, these offices will maintain current copies of appropriate laws, regulations, and policies.

- d. [Discrimination and Harassment](#): **Board Policy 11.04** Lake Land College is committed to maintaining a working and learning

environment in which all individuals are treated with respect and dignity. Faculty, staff and students have a right to work and learn in an atmosphere that promotes equal opportunity and prohibits discriminatory practices. The College is committed to providing a safe and respectful environment and prohibits harassment based on race, traits of race, color, sex, age, religion, national origin, ancestry, disability, marital status, military status, sexual orientation, gender-related identity and expression, pregnancy, parental status, order of protection status, unfavorable discharge from military service, or any other basis of discrimination precluded by applicable federal and state statutes, or acts or threats of violence from students, employees, elected officials or third parties including visitors, vendors, consultants and contractors.

Traits of race includes, but is not limited to, hair texture and protective hairstyles such as braids, locks and twists, per Public Act 102-1102 - Create a Respectful and Open Workplace for Natural Hair (CROWN) Act, which amended the definition of “race” in the Illinois Human Rights Act effective January 1, 2023.

i. Definitions:

Unlawful harassment includes unwelcome verbal, written or physical conduct by any one person toward another person based on that person's race, color, sex, age, religion, national origin, ancestry, disability, marital status, military status, sexual orientation, gender-related identity and expression, parental status, pregnancy, order of protection status, unfavorable discharge from military service, or any other basis of discrimination precluded by applicable federal and state statutes, and that has the

purpose and effect of creating a hostile or offensive work or academic environment. Lake Land College prohibits and will not tolerate any such harassment or discrimination. Examples of behavior that would be considered to be unlawful harassment include but are not limited to the following:

- Racial, ethnic, or sexual slurs or jokes, whether communicated verbally, in writing or electronically.
- The use of racial or ethnic nicknames or stereotyping.
- Vulgar, offensive or obscene language, noises or gestures.
- Display of vulgar, offensive, explicit or obscene pictures, photographs, cartoons, materials or web sites.
- Verbal or physical acts or threats of violence including, but not limited to, aggression, hate crimes, bullying, cyber bullying, cyber intimidation, domestic violence, stalking, or intimidation.
- Actions of sex-based misconduct including, but not limited to sex discrimination, sexual harassment, sexual violence, domestic violence, dating violence and stalking as addressed in Board Policy 11.04.01 Prohibiting Sex-Based Misconduct.

Employees and students must report all incidents of unlawful harassment. Anyone who believes that they are being harassed by a student, employee or third party at the College, or believes that their employment or academic career is being adversely affected by such

conduct should immediately report such concerns. Employees should report concerns of harassment to their supervisor, next level administrator, another administrator, or the Director of Human Resources. Students should report such concerns to the Director of Human Resources or the Vice President for Student Services. In addition, individuals covered by this policy have a right to file claims of sexual discrimination and harassment with the Illinois Department of Human Rights and/or the Equal Employment Opportunity Commission (EEOC).

ii. Retaliation:

No individual making a complaint, whether formal or informal, will be retaliated against, even if a complaint made in good faith is not substantiated. Witnesses involved in any complaint of harassment will also be protected from retaliation. Whistleblower protections are also available under the State Officials and Employees Ethics Act, the Whistleblower Act, and/or the Illinois Human Rights Act.

iii. Retaliation Charge:

A student or employee who believes they have been subjected to any form of retaliation after filing a complaint or being a witness under this policy may file a complaint of retaliation.

iv. False or Malicious Complaints:

It is a form of harassment to file a knowingly false or malicious complaint of harassment or to knowingly provide false information in the course of an investigation

of such complaint. Such conduct is considered a violation of this Discrimination and Harassment Policy and will subject an employee or student to disciplinary action.

v. Supervisory Responsibility:

Supervisors must strive to maintain a harassment-free College environment by promoting professionalism and by addressing harassment promptly. Supervisors will address any observed or reported incident or complaint of harassment with seriousness and must take prompt action, whether or not a formal written complaint has been filed. Supervisors must immediately consult the Director of Human Resources regarding any harassment complaint reported to them.

vi. Sanctions and Disciplinary Action:

Individuals found to have violated this Policy shall be subject to corrective and disciplinary action up to and including termination from employment, dismissal and/or exclusion from the College and its property. Additionally, an individual who engages in retaliation under the Ethics and Whistleblower Acts may also be subject to fines and/or penalties.

vii. Special Circumstances:

Complaints by an elected official (trustee) against another elected official shall be submitted to the Director of Human Resources. The Director of Board Policy 11.04 Page 4 of 4 Human Resources shall, in consultation with legal counsel for the College, ensure that an independent review is conducted with respect to such allegations.

- viii. Prompt Investigation and Confidentiality:
- Complaints of unlawful harassment are serious violations of College policy. Once a complaint of unlawful harassment has been made, the College has an obligation to promptly investigate the matter. The College will take prompt remedial action to address a substantiated complaint of unlawful harassment. All investigations into claims of unlawful harassment will be conducted respectfully. Every reasonable effort will be made to preserve confidentiality, to the extent practicable. However, in the course of an investigation, it will be necessary to discuss the complaint with the claimed offender, other persons who may have relevant information, and those with a legitimate need to know. The College has implemented this policy.

III. Analyze Data

A. Data Assessment:

To assess equity gaps for Black, Latinae, low-income, adult, rural students, students with disabilities, and other underrepresented groups, as identified in 110 ILCS 205/9.16., the team brought in members of the Institutional Effectiveness team to evaluate the data.

1. Data & Metrics 2019-2023ⁱⁱ

- a. See **Data Table 1** for submitted data.

Data Table 1.***For raw data see [Appendix I](#)**

	Percent Change from 2019-2023						
Marginalized Group or Status	Enrollment	Retention Rates	Graduation Rates W/I 150% Time	Transfer Degrees	Applied Science Degrees	Long-Term Certificates	Short-Term Certificates
25 and older	-62	-4.74	5.2	-16.96	-20.75	12.66	-45.55
Disability	98.96	-2.94	-20.49	0	-47.83	21.57	25
First Generation	-23.95	0.67	-0.63	7.45	4.35	86.21	38.14
Female	-17.16	1.89	-0.05	17.03	-8.49	148.92	114.19
Other/Unknown Genders	900	n/a	n/a	n/a	n/a	n/a	n/a
Non-Native English Speakers	1063	n/a	n/a	n/a	n/a	n/a	n/a
Low Income/Financial Insecurity	-20.87	-3.05	-2.12	-32.23	-22.13	87.32	5.71
Native American/Indigenous Tribes	-95	n/a	n/a	-100	0	0	-40

	Percent Change from 2019-2023						
Marginalized Group or Status	Enrollment	Retention Rates	Graduation Rates W/I 150% Time	Transfer Degrees	Applied Science Degrees	Long-Term Certificates	Short-Term Certificates
Black or African American	-68	0	-3.56	-62.69	-57.14	4.27	-57.4
Asian	-83	20	-33.33	-66.67	-60	42.86	-82.35
Hispanic/Latinae	-63.35	0.13	-12.44	-62.5	0	33.33	-49.05
Native Hawaiian or Other Pacific Islander	-69.23	n/a	n/a	0	0	-100	-100
Two or more races	-58	28.26	15.44	50	125	350	-9.68
Rural	-43.35	-0.51	2.97	-5.2	-11.91	51.27	-36.36
Single Parent	5850	n/a	n/a	3100	3600	6000	4500
Veterans	n/a	n/a	n/a	n/a	n/a	n/a	n/a
International ⁱⁱⁱ	64	(2024) 98.33	100	n/a	n/a	n/a	n/a
Adult Education ^{iv}	9.26	n/a	n/a	n/a	n/a	n/a	n/a

B. Other Relevant Data

1. Enrollment Gaps:

- a. Overall, between FY2019 and FY2023, Lake Land College experienced a 37% decrease in enrollment of students seeking associate or certificate degrees overall.
- b. The data shows the largest decreases in enrollment are students in marginalized groups.
- c. While the population of racially or ethnically marginalized students at Lake Land College hovers around 8% of enrollees, enrollment for these populations has decreased 50% or more compared to a 39% decrease for white students.
- d. The non-native, English-speaking population has experienced a significant increase of more than 1063% in enrollment at Lake Land College throughout the five-year timespan.
- e. Adult Education has also seen a 9.26% overall increase in students within this time frame, with especially significant increases from some marginalized populations including:
 - i. 69.23% more Black/African American Students
 - ii. 175% more Hispanic/Latinae Students

2. Student Outcomes:

- a. When examining course completion rates by race/ethnicity, the data shows that Black/African-American students are significantly less likely to complete their courses than other groups.
 - i. Throughout the past four years (FY21 through FY24), the successful completion of courses (receiving a C or better) for Black/African-American students averages to be 64% compared to 90% for Asian students, 79% for Hispanic/Latinae students, and 85% for white students.

- b. Other significant changes in retention include a decrease of 5% in retention for people 25 and older and a decrease of 3% in retention for low-income/financially insecure students during this time period.
- c. Notable to the data is that international students have seen a 64% enrollment increase in the given time frame and have a more than 98% retention rate as of 2024.^v
- d. Though limited data is available for veteran students, throughout the referenced time frame (2019-2023), 114 students utilizing education benefits with the VA have graduated from the College.^{vi}

3. Completions:

- a. When examining the percent change in the number of students completing an associate degree between FY2019 and FY2023, there are marked decreases across the majority of subgroups.
- b. The only subgroups experiencing an increase in the number of transfer associate degrees in this time-frame are:
 - i. students under 25 (1%)
 - ii. first generation (7%)
 - iii. females (17%)
 - iv. two or more races (50%).
- c. Similar results can be found with the number of students completing an associate degree in applied science with a 4% increase for first generation students and a 125% increase for students of two or more races.

4. Considerations/Contextual Factors

- a. Important to note is that the data utilized in this information includes information collected before, during and after COVID-19 precautions were implemented. This had a strong impact on enrollment and other factors in higher education.

- b. Though the Lake Land College district is the second largest in the state, the main College campus exists in a rural area in which much of the population includes common defining factors, one of which is race. Thus, the data supporting the included percentages and numbers is based on limited amounts of provided data.
- c. Other defining factors such as veteran status, disabilities or single-parent status must be self-disclosed with the College, thus the data on these areas is often limited at best.

C. Identified Gaps to be Addressed

- 1. When it comes to enrollment, the data shows a notable gap between marginalized groups versus nonmarginalized ones, particularly in areas of race and ethnicity.
- 2. According to the data, students complete long-term certificates with a higher success rate than short-term ones.
- 3. Overall, notable increases in areas such as single parents and other/unknown genders can be attributed to expanding awareness and collection of data.

D. Barriers Leading to Equity Gaps

1. Overall College Accessibility

- a. The admission process to Lake Land College is considered cumbersome according to already-enrolled students, leading to potential barriers for those attempting to enroll.
- b. A significant number of students enter their first year in College with little to no knowledge or support regarding navigating a College experience.^{vii}
- c. Nontraditional students entering or returning to College face many barriers regarding technological advancements and other areas of change since their initial experiences.

- d. As Lake Land College is both primarily a commuter school and boasts the second largest geographic region in the state, transportation is a significant barrier for many students who may lack reliable methods of transportation to the College.
- e. Technological accessibility creates barriers for a significant number of individuals entering the student body as many do not have initial knowledge or resources in this regard.

2. Resource Accessibility

- a. Many students lack reliable and effective internet access for online classwork.
- b. The College lacks a nondenominational prayer/mediation space for religious or spiritual practices during College hours.
- c. The area lacks local access to licensed professionals capable of performing protective hairstyles and providing products for textured hair.
- d. Lack of access to local and affordable childcare resources is a significant barrier for many students and employees at the College.
- e. Testing and Tutoring need to be expanded to provide more support and assistance in specific areas to provide equitable support for underrepresented groups.
- f. In light of new construction and development at the Effingham extension center, testing and tutoring practices must be made available with particular emphasis on underrepresented student populations.
- g. Students tend to encounter barriers to studying or forming study habits due to previous time commitments.

- h. Inequities exist for Lake Land College students, employees and visitors who are safer and/or more comfortable using gender-neutral restrooms.

3. Classroom/Instructional Practices

- a. Students can encounter barriers to success in classrooms with attendance policies that restrict their abilities to fully engage with or at times even complete a class due to unavoidable circumstances such as illness/injury, family emergencies, transportation issues or other unexpected situations.
- b. Course materials, demonstrations and instructional tools lack many examples of inclusive skin and body types.
- c. Despite efforts to ensure accuracy and relevance, there are instances where instructional materials may contain outdated or offensive language.
- d. Available degree and certificate programs must adapt to assess and advance students based on their demonstrated mastery of skills and knowledge.
- e. Dual Credit must continue to be updated to reflect new laws.

4. Specific Support for Marginalized Groups

- a. Based on student outcomes data, Lake Land College will develop strategies for enhancing successful course completion rates for marginalized students.
- b. Significant enrollment and retention gaps exist for Native American/Indigenous students.
- c. Equity gaps exist for students with disabilities, especially in the area of retention according to the data.
- d. Inequities between College work groups have been brought to the College's attention, particularly concerning the distribution of

employee benefits and initiatives per the 2024 Equity Plan Questionnaire.

- e. Barriers exist in employee understanding of DEIB concepts and Accessibility needs.

E. Efforts Underway to Support Marginalized Groups

Available resources supporting equity and inclusion include but are not limited to:

1. Student Support Resources:

- a. [Department of Corrections and Juvenile Justice Centers](#)
 - i. Lake Land College is one of three Colleges in the state to support educational programs for incarcerated individuals.
 - ii. The College also supports continuing education after students are released from incarceration.
- b. [Dual Credit](#)
 - i. Dual Credit is a partnership between Lake Land College and district high schools that provides students the opportunity to earn College credit prior to high school graduation. Dual credit courses are offered in the convenience of the high school classroom during the regular high school day. In addition to the convenience of gaining College credit during their regular school day, dual credit students experience the benefits of time savings, reduced College costs, College preparation, and early Lake Land College registration.
- c. Emergency Funds
 - i. [Student Emergency Fund](#)
 - ii. [Employee Caring Fund](#)
 - iii. [LGBTQIA+ Student Emergency Fund](#)

- d. [Lactation Room](#)
 - i. This location allows those who are breastfeeding to experience calm, quiet and privacy in doing so.
- e. [Laker Food Pantry](#)
 - i. This resource is available to both students and employees.
- f. [LGBTQIA+ Safe Zone Programs](#)
 - i. These three-tiered programs with a fourth student-centered component allow members of the campus community to voluntarily educate and identify themselves as Allies to the LGBTQIA+ community, thus increasing equity and inclusion on campus.
- g. [Library](#)
 - i. Library fines have been removed from practice for students and employees.
 - ii. Students have access to various technology and school supplies for check-out, such as:
 - 01. Laptops
 - 02. Mobile Wi-Fi hotspots
 - 03. Graphing Calculators
 - 04. Free multimedia databases
- h. [Military-Affiliated Support](#)
 - i. Military-Affiliated students have access to a number of resources, including a dedicated financial aid counselor as well as an established Veteran's Lounge within the Learning Resource Center on campus.
- i. [Office of Student Accommodations](#)
 - i. In this office, students can request reasonable accommodations based upon varying needs due to recognized disabilities. Documentation is considered

preferable but not critical to determining student eligibility for accommodations.

j. [Perkins Program](#)

- i. The Perkins Program provides support to help students enrolled in Workforce Ready programs successfully complete an associate in applied science degree or certificate. Support may include tool loan or rental, purchasing scrubs or kits and assistance with learning supplies.

k. [Scholarships:](#)

- i. The following scholarships directly serve marginalized populations.

Scholarship	Equity Connection
Jack & Jennifer Jansen Scholarship	Preference given to students who have been in foster care.
H.D. Harmison Scholarship	Recipient(s) may be non-traditional students as defined by the College.
William H. "Bill" Harris Memorial Annual Scholarship	Preference is given to a student Veteran.
Frank Brummer Scholarship	The scholarship is to be awarded to help students in financial need with preference to Hispanic students.
John Richard Terwilliger Memorial Endowed Scholarship	Preference given to non-traditional female students.
Mehdi Mourad International Student Endowed Scholarship	Preference is given to an international student.

Sandra Cohan Linn Memorial Scholarship	Preference given to those that have passed the GED test, are a single parent, and are full time students.
Quast Sowa Family Fund	Donor's preference is to students from underrepresented groups.
Coles-Moultrie Electric Co-op Scholarship	Preference is given to a veteran.
Barbara Arthur Memorial Annual Scholarship	Preference is given to single parents.
Janice O'Neal and Ian Wildman Memorial Annual Scholarship	Preference is given to female students.
Dan Kelleher Memorial Scholarship in Memory of Sammy Kelleher	Awarded to students who have children.
Kevin Moore Memorial Scholarship	Preference to a graduate of Effingham County Drug Court.
Mattoon Lions Club Endowed Scholarship	Preference to visually/hearing impaired student(s) from Mattoon.
Lerna Lions Club Scholarship	Preference to student(s) with a physical impairment such as hearing, sight, or diabetes.
Second Chance Scholarship	For formerly incarcerated students with the Illinois Department of Corrections.
The Joshua Glenney Memorial Annual Scholarship	Recipients are preferably an international student or a minority student.
Chapter KQ/MF of the PEO Sisterhood Cont. Ed Scholarship	Preference given to a woman.

I. [Student Resources Guide](#)

- i. This webpage, as well as the physical brochure, includes many different resource areas on campus and in the community in one easily-accessible guide for students.
- m. [Student Wellness Center](#)
 - i. The Lake Land College Student Wellness Center is available to all students and staff free of charge. The center includes a College nurse who is available to discuss and answer any questions in regards to physical disorders or health-related circumstances and to provide emergency first aid treatment as well as various medical services. The Student Wellness Center also employs a full-time licensed Mental Health Practitioner who is available to meet with students and help connect them to the internal and external resources they may need to address any mental health concerns.
- n. [Textbook Rental](#)
 - i. Students are able to rent rather than purchase textbooks through the Laker Nest Bookstore on campus, thus lessening the socio-economic barriers due to costly textbooks.
- o. [TRIO Student Support Services](#)
 - i. TRIO Student Support Services is a program with the sole purpose of helping students in need succeed at Lake Land College. TRIO is funded by the U.S. Department of Education to help students complete their academic goals and graduate from Lake Land College. The program, along with its counselors and advisors work with each student individually, providing and connecting students with a wide variety of support services, events and activities.

TRIO provides one-on-one meetings with staff, informative workshops and access to educational, social and cultural opportunities available only to TRIO participants. All of TRIO services are free to eligible students

ii. Students who are eligible for TRIO Student Support Services must be pursuing an associate degree or certificate and meet at least one of the following requirements:

01. Be a first-generation College student, which means neither parent or legal guardian graduated from a four-year institution; or
02. Meet certain income requirements, like being eligible for a Pell grant; or
03. Be a student who is eligible for Student Accommodations at Lake Land College.

p. [Tutoring and Testing Center](#)

- i. This area offers free tutoring in multiple subjects as well as overall homework and study skills.
- ii. Remote tutoring is also available, and technology and materials have been implemented to better serve those seeking assistance from remote locations.
- iii. The Tutoring and Testing Center has a school supply pantry available for students in need of class materials.

q. [WIOA](#)

- i. LWIA 23 aims to develop and support a skilled talent base as well as data-driven solutions that integrate education, workforce, and economic development resources across systems to provide businesses, individuals and communities with the opportunity to prosper and contribute to growing the regional and state economies.

2. Instructional/Curricular Implementations

- a. Accessible Technology
 - i. Hyflex technology allows for more flexibility in teaching and learning as students can simultaneously participate in-person and online.
- b. [Adult Education](#)
 - i. The College's Adult Education programs include GED, ESL and other areas of support, leading many students to not only earn a GED, but to go on and pursue a College career.
- c. Campus Read
 - i. In 2022, the College implemented a Campus Read program, which includes curricular integration into coursework and interdepartmental collaboration on initiatives regarding it.
- d. Community and College Services Awareness Committee
 - i. Raising awareness of information on resources within the College and external agency partners committed to assisting all students with a focus on underrepresented populations and at-risk students. Through information sharing and networking, our vision is to keep updated and accurate communication to use in serving students as well as to collaborate on how to overall best serve any current or future students in need of assistance.
 - ii. A community resources group exists that provides not only ESL support, but areas of various support to Adult Education students.
- e. Corequisite Courses
 - i. Corequisites in both Math and English coursework have been established.

- ii. Lake Land College was the first in the state to eliminate developmental education math courses.
- f. IEL Program
 - i. The College is one of few community Colleges to support an Intensive English Language program to support English language learners.
- g. International Orientation Course
 - i. The College's International program features an International Orientation Course designed to assist international students in acclimating to campus culture.
- h. Language Services
 - i. The College's Workforce Development Center is offering Language services.
- i. [Online Courses](#)
 - i. A number of programs can be completed entirely online, including:

<u>ALL ONLINE OFFERINGS</u>	Court Reporting/Captioning	Accounting	Entrepreneurship
	Office Support Specialist-Variou Concentrations	Programmable Logic Controllers	Medical Coding
	Marketing	Management	Electronic Marketing
		Computer Applications Specialist	Professional Sales

- j. Open Educational Resources (OERs)

- i. OERs have seen wider use among instructors within the campus community providing less of a socio-economic barrier for students with financial instability.
- k. [PATH Grant](#)
 - i. This grant creates, supports and expands the opportunities of individuals in nursing and other select healthcare pathways by giving individuals the opportunity to earn credentials and degrees to enter or advance in their careers in the healthcare industry.
- l. [RANGE Program](#)
 - i. Made possible through an Illinois Community College Board (ICCB) Innovative Bridge and Transition grant, the RANGE program will provide wrap around support services to 15 select freshmen STEM students to ensure their success both during their time at Lake Land College and when they transfer.
- m. Schedule Flexibility
 - i. Block scheduling options have been made available to increase schedule flexibility for those with prior time commitments. Examples from various areas of study include:
 - 01. Allied Health
 - 1. BNA Hybrid Program
 - 2. Medical Assistant Hybrid Program
 - 02. Technology
 - 1. Tech2Day
- n. Strategies for Success

- i. This informational course allows students to develop skills and knowledge to support their ability to succeed in College.
- o. Youth CTE Programming
 - i. Summer College for Youth and Teens with Tools are both endeavors designed to introduce youth to Lake Land College at a young age while demonstrating the value of the skills they can learn at College.

3. *Employee and Communication Developments*

- a. Accessibility
 - i. An Accessibility Task Force has been established and is active throughout College practices.
 - ii. Many instructors have improved accessibility to their course materials by making them available online and/or in different formats.^{viii}
 - iii. The President's Office has improved accessibility to their meeting documents such as agendas and minutes for both visual and screen reader accessibility.
- b. Classroom Inclusive Practices

Multiple faculty and staff members have attested to implementing more inclusive classroom practices, such as:^{ix}

 - i. Sharing pronouns during introductions and including them on course materials
 - ii. Intentionally including information about marginalized communities in instructional materials
 - iii. Inclusive sizes for t-shirts are ordered to respect different bodies. In one example, shirts up to size 4x were distributed, and 10% of the population asked for sizes outside the range typically offered.

- iv. Some instructors allow students to unofficially switch to online work if they have a situational disability, like car breaking down or having a surgery, until they can rejoin the class.
- v. Include contact information on syllabus for key offices on campus that will provide help to students.
- vi. Utilizing free options for class content, such as films or videos.
- vii. Instructions are repeated and reminders are sent to students.
- viii. A combination of text, audio, and video materials are provided to provide for different learning styles.
- ix. In addition to textbook and printed reading material, students may watch documentaries that can be accessed from YouTube for online students or students who cannot make it to class the days videos are shown.
- x. Flexibility in assignment deadlines is available to accommodate students' varying schedules and commitments.
- xi. Some instructors post assignments at least 3 weeks before they are due. Some instructors may offer extensions to students who cannot meet the deadline due to extenuating circumstances.
- xii. Feedback from students on teaching methods and materials to make improvements is solicited from students.
- xiii. Students are asked for feedback regarding teaching and clarity of assignments so teaching and instructions can be adapted for better communication.

- xiv. Surveys are conducted to understand the needs and challenges of students, ensuring anonymity and promoting honesty.
- xv. A variety of assessment methods are given to students to allow them to demonstrate their understanding of course material. Written, verbal, video formats are accepted, so students can choose how to demonstrate mastery of material.
- xvi. Use colors that are easy to read for online content.
- xvii. Instructors only utilize documentaries and movies that have closed captioning.
- xviii. Encouraging students to utilize different modalities to access office hours so they can save time and money by not driving to campus.
- xix. Set up Zoom office hours for students who cannot make it to regularly scheduled office hours.
- xx. Small groups and then large groups are utilized for discussions to give each student a chance to participate and share ideas.
- xxi. Instructors create several assignments where students work in small groups to share ideas in a low-pressure environment. Instructors choose different groups for each assignment so students get to know their classmates and begin to feel comfortable in the class.
- xxii. Learning material is connected to real-world situations to make it relevant for all students.
- xxiii. Synchronous lectures, videos, readings, and interactive activities, including small and large group discussions, are combined to engage students.

- xxiv. Students are individually recognized for their progress and any concerns are addressed at the individual level.
- xxv. Create one-on-one sessions with students to go over their first assignment together, so they know expectations and establish a comfort level with the instructor.
- xxvi. Personalized feedback is offered on every assignment.
- xxvii. Assignments are given to recognize and counteract personal and systemic biases in teaching practices and content.
- xxviii. Students have access to a forum to ask questions anonymously, which encourages participation from those who may be hesitant to speak up.
- xxix. Content and examples from a variety of cultures and global viewpoints are utilized.
- xxx. Technology that supports diverse learning needs, including text-to-speech software, closed captions, video transcripts, and AI is encouraged, when applicable.
- xxxi. For fuel conservation-students are allowed to access required media at home if it is available.
- xxxii. Use language that respects all individuals and avoids bias.
- xxxiii. Providing a safe space outside of class for students to talk to me privately.
- xxxiv. Some instructors provide snacks to students who come to their office and express hunger (and lack of finances)
- xxxv. Many instructors continuously pursue education on equity, inclusion, and accessibility practices through webinars and conferences.

- xxxvi. Encourage student participation in decision-making processes about their learning. This includes choices in project topics and ways to demonstrate learning.
- c. Cultural Diversity Awareness
 - i. As part of growing recognition and awareness efforts, many faculty and staff have reported a greater awareness of recognizing the benefits of a culturally diverse staff.^x
- d. DEIB Coordinator
 - i. Within the last fiscal year (2023-24) the College created a position for and hired a Coordinator for Diversity, Equity, Inclusion and Belonging.
- e. Employee Engagement, Communication and Inclusion Task Force
 - i. This task force was developed to work towards defining and applying the values of communication, engagement and inclusion as they pertain to the College's Strategic Plan and ongoing initiatives.
- f. Equitable Training Opportunities
 - i. Training continues to be made available with a more prominent DEIB/A lens, including new hire trainings as well as regularly-scheduled staff development trainings such as:
 - 01. LGBTQIA+ Safe Zone Ally Training
 - 02. LGBTQIA+ Safe Zone Advocate Training
 - 03. LGBTQIA+ Safe Zone Trainer Training
 - 04. Accessibility Training
 - 05. Race-Centric Panel and Discussion
 - 06. Disability Awareness Panel and Discussion

IV. Assess Climate (Campus Climate Surveys):

- A. To assess the campus climate, Lake Land College implements a number of surveys and data-gathering activities. For students, the Ruffalo Noel-Levitz Student Success Inventory (SSI) survey and the Community College Survey of Student Engagement (CCSSE) survey are both conducted on a recurring three-year cycle. These surveys include questions regarding students' perceptions of campus and DEIB/A practices, such as "How often have you had serious conversations with students who differ from you?" and "How much does the College emphasize encouraging contact among students from different economic, social, and racial or ethnic background?"

In both surveys, students have the option to identify themselves based upon various demographics such as race, gender and other areas.

- B. Lake Land College conducted the PACE College Climate Employee Survey to all employees for the first time as a baseline survey in the spring of 2023 and followed up with inviting employees to participate in small group discussions of the survey results in the fall of 2023. 225 employees (41.8% of eligible employees) completed the survey and 35 employees participate in small group discussions of the survey findings. This survey is planned to be repeated every two to three years. The College plans to utilize survey results to develop and implement strategies to address challenges identified through survey results. The College is exploring the option of the Department of Corrections conducting their own employee survey as well.

- 1. The 46 standard questions included in the PACE Climate Survey align with four climate factors which include:
 - a. Institutional Structure focuses on the mission, leadership, structural organization, decision-making, and communication within the institution.

- b. Supervisory Relationships provide insight into the relationship between employees and their supervisors, as well as employees' abilities to be creative and express ideas related to their work.
 - c. The Teamwork climate factor explores the spirit of cooperation that exists within teams.
 - d. The Student Focus climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.
- 2. The student success questions portion of the PACE College Climate Employee Survey encompasses 12 questions focused on four key areas of student success as defined by [The Aspen Institute College Excellence Program](#). These key areas include:
 - a. Completion ensures that students earn associate degrees or other meaningful credentials including bachelor degrees after transferring to four-year Colleges and universities.
 - b. Equity as it relates to access in learning, completion, and labor market success for underserved populations (i.e., low-income, minority, etc.).
 - c. Labor Market as it relates to graduates finding and maintaining employment with a life sustaining wage after completing a degree or credential and using labor market outcomes to improve programs.
 - d. Learning involves setting high expectations for what students should learn, measure whether they are doing so, and using that information to engage faculty in improving teaching and curricula.

V. Policies, Strategies, Services, & Practices:

- A. See Table 2^{xi} for barriers corresponding to goals that will be implemented to overcome said barriers.

Table 2.

Barrier	Goal
<i>Overall College Accessibility</i>	
1. Aspects of the College admission process may be challenging, potentially creating obstacles for prospective enrollees.	The College will continue its collaborative approach to actively engaging stakeholders across departments and roles to explore, assess, and address various facets of the enrollment process-seeking solutions that identify, improve, modify, or remove aspects of the enrollment process that may pose barriers for prospective enrollees. The College has a team working on the onboarding process through the Guided Pathways Strategic Enrollment Management (GPSEM) plan.
2.A significant number of students enter their first year in College with little to no knowledge or support regarding navigating a College experience.	Lake Land College administration will work with campus-wide areas to develop resources on the exploratory nature of the Guided Pathways system and better facilitate first-year students' development and discovery processes. This should include incorporation of inclusive practices to benefit students from all backgrounds and perspectives.

3. Nontraditional students entering or returning to College face many barriers regarding technological advancements and other areas of change since their initial experiences.	Lake Land College plans to implement an onboarding process for nontraditional students entering or re-entering the student body.
4. Transportation is a significant barrier for many students as Lake Land College is primarily a commuter school, and many individuals lack reliable methods of transportation.	Transportation options for students will be reviewed and options will be considered to improve equitable experiences for students whose ability to attend class or campus activities is affected by lack of reliable transportation.
5. Technological accessibility creates barriers for a significant number of individuals entering the student body as many do not have initial knowledge or resources in this regard.	Lake Land College plans to develop a Basic Computer Skills training program to improve College-wide digital accessibility.
6. Nearly 50% of high school students in the College district do not pursue higher education.	<p>The College plans to evaluate and connect marketing and retention efforts to the goals to address the average of 50% of high school students who seek placement in the workforce rather than a College career. Areas supporting this initiative include:</p> <ul style="list-style-type: none"> i. Summer Programs ii. ERCA iii. LIFT
<i>Resource Accessibility</i>	

7.Lack of nondenominational prayer/mediation space for religious or spiritual practices during College hours.	Campus will be evaluated for a space to convert to a nondenominational prayer/mediation area for religious or spiritual practices during College hours.
8.Lack of local access to licensed professionals capable of performing protective hairstyles and providing products for textured hair.	The College will explore options to have health and hygiene resources available for marginalized students, such as products for those with textured hair or international students less familiar with the area.
9.Access to and affordability of childcare is a significant barrier for many students and employees at the College.	Local or similarly accessible childcare options for students and employees will be explored to provide equitable access to classes and campus resources for those with children in their care.
10.Testing and Tutoring need to be expanded to provide more support and assistance in specific areas to provide equitable support for underrepresented groups.	Testing will provide expanded resources for HESI prep to overcome barriers for underserved populations such as individuals with financial insecurity as well as best practices for placement-legislation.

11. In light of new construction and development at the Effingham extension center, testing and tutoring practices must be made available with particular emphasis on underrepresented student populations.	<p>Tutoring services at the Effingham Technology Center will be expanded, with additional emphasis on Workforce/Career and Technical Education Students in addition to student populations already being served.</p> <p>Remote tutoring will be expanded for students with transportation needs, online students, and others who could benefit from these services.</p>
12. Students tend to encounter barriers to studying or forming study habits due to previous time commitments.	<p>Self-Paced Study Modules will be developed in areas such as</p> <ul style="list-style-type: none"> i. Nursing ii. Math iii. HESI
13. Inequities exist for Lake Land College students, employees and visitors who are safer and/or more comfortable using gender-neutral restrooms.	An audit of current campus and extension center restrooms will be conducted, and the results will be assessed for proper placement and installation of additional gender-neutral restrooms.
<i>Classroom/Instructional Practices</i>	

<p>14.Students can encounter barriers to success in classrooms with attendance policies that restrict their abilities to fully engage with or at times even complete a class due to unavoidable circumstances such as illness/injury, family emergencies, transportation issues or other unexpected situations.</p>	<p>While honoring instructors' academic freedom, Administration will work with Academic Council and/or other appropriate groups to review and recommend equitable policies to ensure student attendance policies are as equitable as possible.</p> <p>Administration and faculty members will also collaborate to investigate current trends related to student absenteeism and class attendance.</p>
<p>15.Course materials, learning aids, models, mannequins, demonstrations and instructional tools lack many examples of inclusive skin and body types.</p>	<p>The College will facilitate discussions with faculty on how curriculum and program materials will be updated to include cultural, ethnicity/race and related information and representation.</p> <p>A College-wide audit will be conducted of course materials, and efforts will be made to improve inclusivity and representation. This effort should address interdisciplinary influences and embrace educational paradigms that influence the understanding of inclusivity in teaching and learning.</p>

<p>16. Despite efforts to ensure accuracy and relevance, there are instances where instructional materials may contain outdated or offensive language.</p>	<p>It is imperative to address instances where instructional materials may contain outdated/offensive language through collaborative review processes, such as those facilitated by the Academic Council or another appropriate body will undertake a joint effort to understand existing trends and help formulate recommendations for a suitable response for the college to uphold the integrity and inclusivity of our educational environment. An intentional audit will be conducted through a DEIB lens to identify instructional materials that need to be updated or modified.</p> <p>The College will make resources available to instructors to ensure the quality and accuracy of learning materials as well as trainings and other educational materials being made available for instructors to stay up-to-date on current information and terminology.</p>
<p>17. Available degree and certificate programs must adapt to assess and advance students based on their demonstrated mastery of skills and knowledge.</p>	<p>Lake Land College plans to strategically explore and develop policies and programs that would support competency-based education in the disciplines appropriate to accommodate this skills-mastery learning model.</p>

18. Dual Credit must be continuously updated to reflect new laws.	Dual Credit staff and faculty will continue to develop and implement new strategies to best integrate changes to dual credit laws.
<i>Specific Support for Marginalized Groups</i>	
19. Based on student outcomes data, Lake Land College will develop strategies for enhancing successful course completion rates for marginalized students.	The College will review options to establish and maintain a College-wide student group based on marginalized communities. Other group options based on specific populations will also be explored.
20. Significant enrollment and retention gaps exist for Native American/Indigenous students.	<p>Lake Land College will have an acknowledgement in place stating that the College campus is located on ground that was taken from many indigenous Americans, including but not limited to the Očhéthi Šakówiŋ, Kiikaapoi, Kaskaskia and Myaamia nations.</p> <p>This Land Acknowledgement will also include curricular integration into classroom and College practices.</p>
21. Equity gaps exist for students with disabilities, especially in the area of retention according to the data.	The College will conduct an audit of all campus doors to ensure accessibility, and handicap-accessible options will be made available where they are needed.

22. Inequities between College work groups have been brought to the College's attention, particularly concerning the distribution of employee benefits and initiatives per the 2024 Equity Plan Questionnaire.	The administration will analyze existing board policies for equity issues, and work closely with legal experts to ensure that College benefits and incentives are equitably accessible to all of Lake Land College's valued employees.
23. Barriers exist in employee understanding of DEIB concepts and Accessibility needs.	The College will update Board Policy 05.37 to include mandatory, annual DEIB and accessibility training for employees with the goal of providing more inclusive and equitable experiences for students and colleagues.

B. Lake Land College has established the following timeline with appropriate milestones based upon reasonable resource availability.

1. 1-Year Goals

- a. Lake Land College administration will work with Admissions staff to remove barriers to the College admission process. The College has a team working on the onboarding process through the Guided Pathways Strategic Enrollment Management (GPSEM) plan.
- b. Lake Land College administration will work with campus-wide areas to develop resources on the exploratory nature of the Guided Pathways system and better facilitate first-year students' development and discovery processes. This should include incorporation of inclusive practices to benefit students from all backgrounds and perspectives.

- c. Campus will be evaluated for a space to convert to a nondenominational prayer/mediation area for religious or spiritual practices during College hours.
- d. Testing will provide expanded resources for HESI prep to overcome barriers for underserved populations such as individuals with financial insecurity and best practices for placement-legislation.
- e. Tutoring services at the Effingham Technology Center will be expanded, with additional emphasis on Workforce/Career and Technical Education Students and student populations already being served. Remote tutoring will be expanded for students with transportation needs, online students, and others who could benefit from these services.
- f. Administration will work with Academic Council and/or other appropriate groups to review and recommend equitable policies to ensure equitable student attendance policies while maintaining instructors' academic freedom.
- g. A College-wide audit will be conducted of course materials, and efforts will be made to improve inclusivity and representation.
- h. An intentional audit will be conducted through a DEIB lens to identify instructional materials that need to be updated or modified. The College will make resources available to instructors to ensure the quality and accuracy of learning materials as well as trainings and other educational materials being made available for instructors to stay up-to-date on current information and terminology.
- i. Dual Credit staff and faculty will continue to develop and implement new strategies to best integrate changes to dual credit laws.

- j. Lake Land College will have an acknowledgement in place stating that the College campus is located on ground that was taken from many indigenous Americans, including but not limited to the Očhéthi Šakówiŋ, Kiikaapoi, Kaskaskia and Myaamia nations. This Land Acknowledgement will also include curricular integration into classroom and College practices.
- k. The College will conduct an audit of all campus doors to ensure accessibility, and handicap-accessible options will be made available where they are needed.
- l. The College will update Board Policy 05.37 to include mandatory, annual DEIB and accessibility training for employees to provide more inclusive and equitable experiences for students and colleagues.

2. 5-Year Goals

- a. Lake Land College plans to implement an onboarding process for nontraditional students entering or re-entering the student body.
- b. Lake Land College plans to develop a Basic Computer Skills training program to improve College-wide digital accessibility. The College plans to evaluate and connect marketing and retention efforts to the goals to address the average of 50% of high school students who seek placement in the workforce rather than a College career. Areas supporting this initiative include:
 - i. Summer Programs
 - ii. ERCA
 - iii. LIFT
- c. Health and hygiene resources for marginalized students, such as those with textured hair or international students less familiar with the area, will be made more readily available, such as protective hairstyles and products.

- d. An audit of current campus and extension center restrooms will be conducted, and the results will be assessed for proper placement and installation of additional gender-neutral restrooms.
- e. Lake Land College plans to develop programs and policies surrounding competency-based education.
- f. The College will review options to establish and maintain a College-wide student group based on marginalized communities. Other group options based on specific populations will also be explored.
- g. The College plans to evaluate the institution's adopted Vision and Values statements via an equity lens with specific emphasis on student perception.
- h. The administration will analyze existing board policies for equity issues and work closely with legal experts to ensure that College benefits and incentives are equitably accessible to all of Lake Land College's valued employees.

3. Indefinite Goals

- a. Transportation options for students will be reviewed and options will be considered to improve equitable experiences for students whose ability to attend class or campus activities is affected by lack of reliable transportation.
 - b. Accessible or local childcare options for students and employees will be explored to provide equitable access to classes and campus resources for those with children in their care.
- C. The goals defined in this plan will be established and implemented as applicable to the timeline, and data and metrics will continue to be collected and assessed on the schedule established by this plan.

- D. Early development steps of Lake Land College's Equity Plan included collaborative efforts between the Vice President for Student Services, the Director of Human Resources and the Coordinator for Diversity, Equity, Inclusion and Belonging.

Upon establishment of a firmer understanding of what information was needed, [Institutional Effectiveness](#) colleagues, including the Director of Data Analytics and the Director of Institutional Research and Reporting, were brought in to assist with data collection and development of plans to solicit ongoing feedback and College-wide collaboration.

Upon further establishment and drafting of sections related to these areas, a secondary team of faculty, staff and student stakeholders was assembled including employees from a variety of areas of the College.

The primary team also developed an [anonymous questionnaire](#) which was distributed electronically to all faculty and staff at the institution including the following questions based upon the plan's guidelines:

1. What curricular or pedagogical changes have you made in your work to better serve underrepresented students? Please share even seemingly small adjustments.
2. What curricular or pedagogical changes have you noticed could be implemented to better serve underrepresented students?
3. What areas of academic or student support (including basic needs) have you noticed strong needs in?
4. What faculty/staff diversity efforts, financial assistance or policy changes do you feel would best benefit current and future students?
5. Are there any other areas of need you have noticed regarding underrepresented students?

- E. This plan relates directly to [Lake Land College's 2023-27 Strategic Plan](#)
1. Focus Areas 1 and 2 in the Strategic Plan specifically address Student Equity and Success via Teaching and Learning as well as Processes and Student Support respectively.
 - a. Focus Area 1 includes the following.
 - i. Goal Statements:
 01. A. Provide effective and innovative instruction for traditional and non- traditional students.
 02. B. Offer programs, multiple modalities and flexible schedules that meet student and community demand for a 21ST century workforce.
 - ii. Priority Objectives:
 01. Research, design, and implement high quality, innovative teaching and learning solutions to support new and re-imagined modalities and flexible student schedules.
 02. Ensure students leave Lake Land with essential skills for employment.
 03. Implement associate degree, diploma and targeted short-term technical programs, certificates, and credentials to meet 21ST Century workforce demands.
 04. Employ innovative practices to support students and reduce time in remedial coursework.
 - b. Focus Area 2 Includes the following:
 - i. Goal Statements:
 01. Improve retention, persistence and completion.
 02. Close equity gaps and support student access and affordability.

ii. Priority Objectives:

01. 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.
02. Operationalize the separate Strategic Enrollment Management Plan within the Guided Pathways framework to elevate recruitment, retention and completion.
03. Enhance predictive modeling to support student success and the Guided Pathways framework.
04. Provide and connect students to wrap-around services to holistically support students and their human experiences, with an emphasis on mental health.
05. Design strategies to more effectively communicate with students and prospective students.
06. Identify and redesign College processes and practices to eliminate pain points and unnecessary barriers for student access and success.
07. Implement an institutional diversity, equity, inclusion and belonging plan to provide a welcoming, safe and supportive environment for all students.
08. Engage unserved and underserved populations.

2. Focus Area 3 of the Strategic Plan addresses Institutional and Employee Excellence in the following ways:

a. Goal Statements

- i. Invest strategically in personnel, facilities, technology and equipment.

- ii. Support and engage employees through enhanced communication and inclusive practices.

- b. Priority Objectives

- i. Enhance employee engagement, communication and a sense of belonging (inclusion).

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

- iii. Modernize equipment, facilities and grounds to support a diverse learning environment.

- iv. Strengthen support for faculty and staff technology tools and professional development to improve student learning experiences, including leadership development.

- v. Become a preferred employer by providing a flexible working environment, paying competitive wages, and offering valued benefits.

- vi. Emphasize innovative, future- focused planning at every level of the College.

- vii. Celebrate internally and showcase externally the advantage of a Lake Land educational experience.

- F. Plans to solicit ongoing feedback include:

- 1. A three-year survey cycle in which the following surveys will be administered:

- a. Year 1 – Ruffalo Noel-Levitz survey

- b. Year 2 – CCSSE survey

- c. Year 3 – DEIB/A in-house survey

- d. The PACE College Climate Employee Survey will also be conducted
Bi-annually
 - 2. An employee feedback system called “Leave Your Voice” in which current Lake Land College employees are able to submit suggestions, ideas or concerns to College leadership.
- G. Information will be shared with staff, students, faculty and the community via:
- 1. Multimedia signs such as digital signage and flyers
 - 2. Laker Hub and Canvas notifications
 - 3. Announcements at All-Staff and other meetings
 - 4. Press releases to local media outlets
 - 5. Social media sites such as Facebook, Instagram, LinkedIn, etc.

Appendix I: Raw Data

Enrollment of Baccalaureate/Transfer Students by Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	1623	1540	452	326	299	(8.28%)	(81.58%)
	Under 25	3315	3237	2850	2773	2663	(3.97%)	(19.67%)
Disability Status	No disability reported	4866	4696	3235	3044	2890	(5.06%)	(40.61%)
	Reported a disability	72	81	67	55	72	30.91%	0.00%
First Generation Status	First Generation	1145	1207	1003	818	830	1.47%	(27.51%)
	Not First Generation	3793	3570	2299	2281	2132	(6.53%)	(43.79%)
Gender	Another Gender	0	0	0	0	4	400.00%	400.00%
	Female	1957	2091	1823	1731	1649	(4.74%)	(15.74%)
	Male	2981	2686	1479	1368	1307	(4.46%)	(56.16%)
	Unknown Gender	0	0	0	0	2	200.00%	200.00%
Pell Recipient Status	Not a Pell Recipient		4199	2850	2672	2558	(4.27%)	(41.92%)
	Pell Recipient	534	578	452	427	404	(5.39%)	(24.34%)
Race/Ethnicity	American Indian or Alaska Native	14	11	7	8	6	(25.00%)	(57.14%)
	Asian	30	35	33	27	21	(22.22%)	(30.00%)
	Black or African American	836	648	118	89	91	2.25%	(89.11%)
	Hispanic/Latino	255	250	113	107	105	(1.87%)	(58.82%)
	Native Hawaiian or Other Pacific Islander	3	4	1	2	2	0.00%	(33.33%)
	Nonresident Alien	33	25	19	19	19	0.00%	(42.42%)
	Two or more races	109	123	89	84	83	(1.19%)	(23.85%)
	Unknown	122	103	38	56	33	(41.07%)	(72.95%)
	White	3536	3578	2884	2707	2602	(3.88%)	(26.41%)
Rural Status	Not a rural student	302	321	208	86	98	13.95%	(67.55%)
	Rural student	4636	4456	3094	3013	2864	(4.95%)	(38.22%)
Single Parent Status	Not a single parent	4938	4777	3302	3018	2881	(4.54%)	(41.66%)
	Single Parent	0	0	0	81	81	0.00%	81.00%
	Total	4938	4777	3302	3099	2962	(4.42%)	(40.02%)

Enrollment of Career and Technical Instruction Students by Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	3328	3349	1263	1705	2099	23.11%	(36.93%)
	Under 25	1585	1457	985	984	1137	15.55%	(28.26%)
Disability Status	No disability reported	4802	4713	2172	2607	3135	20.25%	(34.71%)
	Reported a disability	111	93	76	82	101	23.17%	(9.01%)
First Generation Status	First Generation	833	792	658	653	654	0.15%	(21.49%)
	Not First Generation	4080	4014	1590	2036	2582	26.82%	(36.72%)
Gender	Another Gender	0	0	0	0	2	200.00%	200.00%
	Female	1327	1383	1032	1028	1069	3.99%	(19.44%)
	Male	3586	3423	1216	1661	2164	30.28%	(39.65%)
	Unknown Gender	0	0	0	0	1	100.00%	100.00%
Pell Recipient Status	Not a Pell Recipient	4144	4023	1672	2123	2626	23.69%	(36.63%)
	Pell Recipient	769	783	576	566	610	7.77%	(20.68%)
Race/Ethnicity	American Indian or Alaska Native	11	20	6	5	7	40.00%	(36.36%)
	Asian	32	20	14	14	13	(7.14%)	(59.38%)
	Black or African American	1159	1048	234	428	537	25.47%	(53.67%)
	Hispanic/Latino	346	359	112	167	183	9.58%	(47.11%)
	Native Hawaiian or Other Pacific Islander	6	2	0	0	1	100.00%	(83.33%)
	Nonresident Alien	9	9	8	5	5	0.00%	(44.44%)
	Two or more races	81	108	65	65	101	55.38%	24.69%
	Unknown	105	114	27	61	72	18.03%	(31.43%)
	White	3164	3126	1782	1944	2317	19.19%	(26.77%)
Rural Status	Not a rural student	556	632	281	328	278	(15.24%)	(50.00%)
	Rural student	4357	4174	1967	2361	2958	25.29%	(32.11%)
Single Parent Status	Not a single parent	4910	4805	2247	2462	3025	22.87%	(38.39%)
	Single Parent	3	1	1	227	211	(7.05%)	69.33%
	Total	4913	4806	2248	2689	3236	20.34%	(34.13%)

Enrollment of General Associate Degree Students by Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	1790	1506	261	235	186	(20.85%)	(89.61%)
	Under 25	300	236	228	186	199	6.99%	(33.67%)
Disability Status	No disability reported	2077	1721	474	403	367	(8.93%)	(82.33%)
	Reported a disability	13	21	15	18	18	0.00%	38.46%
First Generation Status	First Generation	163	159	181	151	145	(3.97%)	(11.04%)
	Not First Generation	1927	1583	308	270	240	(11.11%)	(87.55%)
Gender	Female	363	403	381	312	304	(2.56%)	(16.25%)
	Male	1727	1339	108	109	81	(25.69%)	(95.31%)
Pell Recipient Status	Not a Pell Recipient	1917	1584	306	270	231	(14.44%)	(87.95%)
	Pell Recipient	173	158	183	151	154	1.99%	(10.98%)
Race/Ethnicity	American Indian or Alaska Native	10	7	0	0	0	0.00%	(100.00%)
	Asian	10	9	6	8	1	(87.50%)	(90.00%)
	Black or African American	707	595	41	38	22	(42.11%)	(96.89%)
	Hispanic/Latino	223	203	24	17	14	(17.65%)	(93.72%)
	Native Hawaiian or Other Pacific Islander	4	2	0	0	1	100.00%	(75.00%)
	Nonresident Alien	0	1	0	0	2	200.00%	200.00%
	Two or more races	37	30	14	16	13	(18.75%)	(64.86%)
	Unknown	67	63	3	3	7	133.33%	(89.55%)
	White	1032	832	401	339	325	(4.13%)	(68.51%)
Rural Status	Not a rural student	164	135	49	27	22	(18.52%)	(86.59%)
	Rural student	1926	1607	440	394	363	(7.87%)	(81.15%)
Single Parent Status	Not a single parent	2087	1740	488	366	320	(12.57%)	(84.67%)
	Single Parent	3	2	1	55	65	18.18%	20.67%
	Total	2090	1742	489	421	385	(8.55%)	(81.58%)

Enrollment of General Studies Students by Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	1	1	0	0	0	0.00%	(100.00%)
Disability Status	No disability reported	1	1	0	0	0	0.00%	(100.00%)
First Generation Status	First Generation	1	1	0	0	0	0.00%	(100.00%)
Gender	Female	1	1	0	0	0	0.00%	(100.00%)
Pell Recipient Status	Not a Pell Recipient	1	1	0	0	0	0.00%	(100.00%)
Race/Ethnicity	White	1	1	0	0	0	0.00%	(100.00%)
Rural Status	Rural student	1	1	0	0	0	0.00%	(100.00%)
Single Parent Status	Not a single parent	1	1	0	0	0	0.00%	(100.00%)
	Total	1	1	0	0	0	0.00%	(100.00%)

Adult Basic Education Enrollment by Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	131	98	116	67	78	16.42%	(40.46%)
	Under 25	107	99	78	116	127	9.48%	18.69%
Disability Status	No disability reported	238	197	194	183	205	12.02%	(13.87%)
First Generation Status	First Generation	18	17	24	19	20	5.26%	11.11%
	Not First Generation	220	180	170	164	185	12.80%	(15.91%)
Gender	Female	139	118	121	94	116	23.40%	(16.55%)
	Male	99	79	73	89	88	(1.12%)	(11.11%)
	Unknown Gender	0	0	0	0	1	100.00%	100.00%
Pell Recipient Status	Not a Pell Recipient	237	197	194	181	204	12.71%	(13.92%)
	Pell Recipient	1	0	0	2	1	(50.00%)	0.00%
Race/Ethnicity	American Indian or Alaska Native	1	2	2	1	2	100.00%	100.00%
	Asian	6	2	0	0	0	0.00%	(100.00%)
	Black or African American	10	10	11	9	10	11.11%	0.00%
	Hispanic/Latino	33	20	28	23	14	(39.13%)	(57.58%)
	Two or more races	7	3	3	3	6	100.00%	(14.29%)
	Unknown	4	5	4	11	7	(36.36%)	75.00%
	White	177	155	146	136	166	22.06%	(6.21%)
Rural Status	Not a rural student	3	2	3	0	2	200.00%	(33.33%)
	Rural student	235	195	191	183	203	10.93%	(13.62%)
Single Parent Status	Not a single parent	238	197	194	182	204	12.09%	(14.29%)
	Single Parent	0	0	0	1	1	0.00%	100.00%
Total	Total	238	197	194	183	205	12.02%	(13.87%)

Enrollment of English as a Second Language by Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	7	26	14	33	113	242.42%	1514.29%
	Under 25	4	5	1	5	15	200.00%	275.00%
Disability Status	No disability reported	11	31	15	38	128	236.84%	1063.64%
First Generation Status	First Generation	0	0	0	0	3	300.00%	300.00%
	Not First Generation	11	31	15	38	125	228.95%	1036.36%
Gender	Female	6	24	9	18	50	177.78%	733.33%
	Male	5	7	6	20	78	290.00%	1460.00%
Pell Recipient Status	Not a Pell Recipient	11	31	15	37	128	245.95%	1063.64%
	Pell Recipient	0	0	0	1	0	(100.00%)	0.00%
Race/Ethnicity	Asian	2	3	2	3	4	33.33%	100.00%
	Black or African American	0	1	1	1	10	900.00%	1000.00%
	Hispanic/Latino	7	24	9	33	66	100.00%	842.86%
	Nonresident Alien	2	2	2	0	46	4600.00%	2200.00%
	Unknown	0	0	0	0	1	100.00%	100.00%
	White	0	1	1	1	1	0.00%	100.00%
Rural Status	Not a rural student	0	1	0	0	0	0.00%	0.00%
	Rural student	11	30	15	38	128	236.84%	1063.64%
Single Parent Status	Not a single parent	11	31	15	38	128	236.84%	1063.64%
Total	Total	11	31	15	38	128	236.84%	1063.64%

Vocational Skills Enrollment by Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	4,859	2,971	5,724	1,929	1,035	(46.35%)	(78.70%)
	Under 25	346	264	395	174	174	0.00%	(49.71%)
Disability Status	No disability reported	5,198	3,230	6,116	2,099	1,206	(42.54%)	(76.80%)
	Reported a disability	7	5	3	4	3	(25.00%)	(57.14%)
First Generation Status	First Generation	54	53	101	37	37	0.00%	(31.48%)
	Not First Generation	5,151	3,182	6,018	2,066	1,172	(43.27%)	(77.25%)
Gender	Female	1,673	898	1,662	456	205	(55.04%)	(87.75%)
	Male	3,532	2,337	4,457	1,647	1,004	(39.04%)	(71.57%)
Pell Recipient Status	Not a Pell Recipient	5,201	3,235	6,117	2,101	1,206	(42.60%)	(76.81%)
	Pell Recipient	4	0	2	2	3	50.00%	(25.00%)
Race/Ethnicity	American Indian or Alaska Native	10	5	12	7	4	(42.86%)	(60.00%)
	Asian	73	42	42	38	34	(10.53%)	(53.42%)
	Black or African American	431	212	321	266	204	(23.31%)	(52.67%)
	Hispanic/Latino	250	112	216	146	127	(13.01%)	(49.20%)
	Native Hawaiian or Other Pacific Islander	5	1	6	2	2	0.00%	(60.00%)
	Nonresident Alien	0	0	0	0	1	100.00%	100.00%
	Two or more races	74	49	94	25	28	12.00%	(62.16%)
	Unknown	1,090	601	1,208	269	43	(84.01%)	(96.06%)
	White	3,272	2,213	4,220	1,350	766	(43.26%)	(76.59%)
Rural Status	Not a rural student	1,950	1,347	1,908	853	532	(37.63%)	(72.72%)
	Rural student	3,255	1,888	4,211	1,250	677	(45.84%)	(79.20%)
Single Parent Status	Not a single parent	5,205	3,235	6,119	2,099	1,193	(43.16%)	(77.08%)
	Single Parent	0	0	0	4	16	300.00%	1600.00%
Total	Total	5,205	3,235	6,119	2,103	1,209	(42.51%)	(76.77%)

Graduation Rates within 150% time by First Time Student Cohorts								
VARIABLE	SUBGROUP	Fall 2016 Cohort Graduation Rate w/in 150% Time	Fall 2017 Cohort Graduation Rate w/in 150% Time	Fall 2018 Cohort Graduation Rate w/in 150% Time	Fall 2019 Cohort Graduation Rate w/in 150% Time	Fall 2020 Cohort Graduation Rate w/in 150% Time	1 Year % Change in Graduation Rate	5 Year % Change in Graduation Rate
Age Group	25 and older	41.46%	39.62%	48.00%	36.36%	46.67%	10.30%	5.20%
	Under 25	52.13%	47.00%	49.25%	47.56%	53.85%	6.29%	1.72%
Disability Status	No disability reported	51.30%	46.96%	50.14%	47.97%	53.92%	5.95%	2.63%
	Reported a disability	59.38%	35.48%	25.00%	26.32%	38.89%	12.57%	(20.49%)
First Generation Status	First Generation	43.81%	39.27%	40.48%	36.53%	43.17%	6.64%	(0.63%)
	Not First Generation	54.47%	49.84%	52.56%	52.26%	58.33%	6.07%	3.86%
Gender	Female	53.95%	46.54%	49.87%	47.60%	53.91%	6.31%	(0.05%)
	Male	49.15%	46.59%	48.47%	46.15%	53.16%	7.01%	4.01%
Pell Recipient Status	Not a Pell Recipient	56.92%	53.00%	54.00%	54.26%	60.34%	6.08%	3.42%
	Pell Recipient	43.29%	37.57%	42.16%	37.75%	41.18%	3.43%	(2.12%)
Race/Ethnicity	American Indian or Alaska Native	0.00%	---	---	0.00%	---	---	---
	Asian	83.33%	0.00%	33.33%	100.00%	50.00%	(50.00%)	(33.33%)
	Black or African American	21.74%	10.71%	10.00%	16.67%	18.18%	1.52%	(3.56%)
	Hispanic/Latino	44.44%	33.33%	26.09%	25.81%	32.00%	6.19%	(12.44%)
	Native Hawaiian or Other Pacific Islander	---	---	0.00%	---	---	---	---
	Two or more races	37.50%	41.67%	23.53%	33.33%	52.94%	19.61%	15.44%
	Unknown	56.25%	33.33%	50.00%	50.00%	50.00%	0.00%	(6.25%)
	White	52.54%	48.40%	52.59%	49.43%	55.61%	6.17%	3.07%
Rural Status	Not a rural student	35.29%	30.00%	27.78%	23.08%	18.52%	(4.56%)	(16.78%)
	Rural student	51.94%	46.94%	49.73%	47.34%	54.91%	7.58%	2.97%
Single Parent Status	Not a single parent	51.61%	46.56%	49.21%	46.94%	53.55%	6.61%	1.94%
Total	Total	51.61%	46.56%	49.21%	46.94%	53.55%	6.61%	1.94%

Retention Rates for First Time Fall Student Cohorts by Demographic								
VARIABLE	SUBGROUP	Fall 2018 Cohort Retention Rate	Fall 2019 Cohort Retention Rate	Fall 2020 Cohort Retention Rate	Fall 2021 Cohort Retention Rate	Fall 2022 Cohort Retention Rate	1 Year % Change in Retention Rate	5 Year % Change in Retention Rate
Age Group	25 and older	60.00%	46.34%	44.44%	55.17%	55.26%	0.09%	(4.74%)
	Under 25	70.71%	66.13%	70.65%	74.29%	71.03%	(3.26%)	0.32%
Disability Status	No disability reported	70.80%	65.33%	69.90%	73.68%	71.03%	(2.65%)	0.22%
	Reported a disability	60.71%	60.00%	58.82%	66.67%	57.78%	(8.89%)	(2.94%)
First Generation Status	First Generation	60.87%	57.25%	54.79%	62.72%	61.54%	(1.18%)	0.67%
	Not First Generation	74.15%	69.19%	76.55%	77.13%	73.83%	(3.29%)	(0.32%)
Gender	Female	69.61%	64.97%	66.02%	71.66%	71.50%	(0.16%)	1.89%
	Male	71.31%	65.25%	73.56%	75.68%	68.87%	(6.81%)	(2.44%)
Pell Recipient Status	Not a Pell Recipient	73.73%	71.20%	74.38%	77.22%	75.16%	(2.06%)	1.43%
	Pell Recipient	65.68%	57.55%	61.13%	66.07%	62.63%	(3.45%)	(3.05%)
Race/Ethnicity	American Indian or Alaska Native	---	0.00%	---	33.33%	50.00%	16.67%	---
	Asian	80.00%	66.67%	100.00%	100.00%	100.00%	0.00%	20.00%
	Black or African American	50.00%	46.43%	33.33%	33.33%	50.00%	16.67%	0.00%
	Hispanic/Latino	69.57%	50.00%	58.33%	58.82%	69.70%	10.87%	0.13%
	Native Hawaiian or Other Pacific Islander	100.00%	---	---	---	---	---	---
	Nonresident Alien	---	---	---	50.00%	83.33%	33.33%	---
	Two or more races	50.00%	56.52%	62.50%	71.43%	78.26%	6.83%	28.26%
	Unknown	75.00%	100.00%	---	100.00%	40.00%	(60.00%)	(35.00%)
	White	71.73%	66.76%	71.36%	74.84%	70.61%	(4.22%)	(1.12%)
Rural Status	Not a rural student	44.44%	23.08%	36.00%	47.06%	57.89%	10.84%	13.45%
	Rural student	71.07%	65.80%	70.89%	74.15%	70.56%	(3.59%)	(0.51%)
Single Parent Status	Not a single parent	70.42%	65.10%	69.62%	73.95%	71.03%	(2.92%)	0.61%
	Single Parent	---	---	---	55.56%	51.61%	(3.94%)	---
Total	Total	70.42%	65.10%	69.62%	73.45%	70.24%	(3.22%)	(0.18%)

24 or more Credit Hour Accumulation by Fall Cohort and Student Demographic								
VARIABLE	SUBGROUP	Fall 2018 24+ Credit Hour Accumulation Rate	Fall 2019 24+ Credit Hour Accumulation Rate	Fall 2020 24+ Credit Hour Accumulation Rate	Fall 2021 24+ Credit Hour Accumulation Rate	Fall 2022 24+ Credit Hour Accumulation Rate	1 Year % Change in 24+ Credit Hour Accumulation Rate	5 Year % Change in 24+ Credit Hour Accumulation Rate
Age Group	25 and older	60.00%	46.34%	48.15%	41.38%	63.16%	21.78%	3.16%
	Under 25	64.99%	62.63%	65.36%	66.09%	63.65%	(2.44%)	(1.34%)
Disability Status	No disability reported	66.29%	62.40%	64.98%	65.89%	65.12%	(0.77%)	(1.17%)
	Reported a disability	28.57%	48.57%	52.94%	38.10%	40.00%	1.90%	11.43%
First Generation Status	First Generation	52.17%	52.04%	52.51%	49.70%	50.68%	0.97%	(1.50%)
	Not First Generation	69.81%	66.86%	70.36%	70.24%	68.97%	(1.27%)	(0.84%)
Gender	Female	62.08%	60.09%	62.67%	64.31%	64.63%	0.33%	2.55%
	Male	67.90%	63.84%	66.87%	65.88%	62.53%	(3.34%)	(5.36%)
Pell Recipient Status	Not a Pell Recipient	69.82%	68.89%	69.84%	72.21%	68.19%	(4.02%)	(1.62%)
	Pell Recipient	57.76%	52.99%	55.47%	50.89%	56.57%	5.67%	(1.19%)
Race/Ethnicity	American Indian or Alaska Native	---	0.00%	---	33.33%	50.00%	16.67%	---
	Asian	20.00%	66.67%	50.00%	50.00%	100.00%	50.00%	80.00%
	Black or African American	46.67%	39.29%	28.57%	16.67%	38.89%	22.22%	(7.78%)
	Hispanic/Latino	52.17%	40.00%	41.67%	70.59%	42.42%	(28.16%)	(9.75%)
	Native Hawaiian or Other Pacific Islander	100.00%	---	---	---	---	---	---
	Nonresident Alien	---	---	---	100.00%	83.33%	(16.67%)	---
	Two or more races	50.00%	43.48%	43.75%	57.14%	65.22%	8.07%	15.22%
	Unknown	100.00%	100.00%	---	0.00%	20.00%	20.00%	(80.00%)
	White	66.57%	64.17%	67.36%	66.18%	65.37%	(0.81%)	(1.20%)
Rural Status	Not a rural student	66.67%	30.77%	40.00%	41.18%	31.58%	(9.60%)	(35.09%)
	Rural student	64.81%	62.31%	65.61%	65.63%	64.45%	(1.18%)	(0.36%)
Single Parent Status	Not a single parent	64.86%	61.78%	64.68%	66.05%	64.14%	(1.91%)	(0.72%)
	Single Parent	---	---	---	27.78%	51.61%	23.84%	---
Total	Total	64.86%	61.78%	64.68%	65.01%	63.62%	(1.38%)	(1.23%)

30 or more Credit Hour Accumulation by Fall Cohort and Student Demographic								
VARIABLE	SUBGROUP	Fall 2018 30+ Credit Hour Accumulation Rate	Fall 2019 30+ Credit Hour Accumulation Rate	Fall 2020 30+ Credit Hour Accumulation Rate	Fall 2021 30+ Credit Hour Accumulation Rate	Fall 2022 30+ Credit Hour Accumulation Rate	1 Year % Change in 30+ Credit Hour Accumulation Rate	5 Year % Change in 30+ Credit Hour Accumulation Rate
Age Group	25 and older	30.00%	17.07%	37.04%	17.24%	23.68%	6.44%	(6.32%)
	Under 25	36.12%	33.87%	36.76%	33.12%	35.65%	2.53%	(0.47%)
Disability Status	No disability reported	36.67%	33.87%	37.56%	33.02%	36.01%	2.98%	(0.67%)
	Reported a disability	17.86%	14.29%	5.88%	14.29%	20.00%	5.71%	2.14%
First Generation Status	First Generation	27.05%	21.19%	30.59%	21.30%	22.62%	1.32%	(4.43%)
	Not First Generation	39.43%	39.15%	39.66%	36.23%	40.19%	3.95%	0.75%
Gender	Female	32.73%	31.32%	33.98%	30.52%	35.11%	4.60%	2.39%
	Male	39.49%	35.03%	39.82%	34.80%	34.99%	0.19%	(4.50%)
Pell Recipient Status	Not a Pell Recipient	40.55%	41.01%	40.36%	37.59%	39.43%	1.85%	(1.12%)
	Pell Recipient	29.37%	23.08%	30.36%	22.32%	28.28%	5.96%	(1.09%)
Race/Ethnicity	American Indian or Alaska Native	---	0.00%	---	0.00%	0.00%	0.00%	---
	Asian	0.00%	66.67%	50.00%	50.00%	100.00%	50.00%	100.00%
	Black or African American	26.67%	17.86%	4.76%	0.00%	11.11%	11.11%	(15.56%)
	Hispanic/Latino	21.74%	23.33%	8.33%	29.41%	9.09%	(20.32%)	(12.65%)
	Native Hawaiian or Other Pacific Islander	0.00%	---	---	---	---	---	---
	Nonresident Alien	---	---	---	100.00%	16.67%	(83.33%)	---
	Two or more races	37.50%	13.04%	25.00%	28.57%	30.43%	1.86%	(7.07%)
	Unknown	75.00%	75.00%	---	0.00%	20.00%	20.00%	(55.00%)
	White	36.93%	34.39%	39.20%	33.17%	37.33%	4.16%	0.40%
Rural Status	Not a rural student	33.33%	23.08%	24.00%	17.65%	15.79%	(1.86%)	(17.54%)
	Rural student	36.02%	33.16%	37.25%	32.82%	35.55%	2.73%	(0.47%)
Single Parent Status	Not a single parent	35.96%	32.99%	36.77%	32.71%	35.86%	3.15%	(0.09%)
	Single Parent	---	---	---	22.22%	16.13%	(6.09%)	---
Total	Total	35.96%	32.99%	36.77%	32.43%	35.05%	2.62%	(0.90%)

Transfer Associate degree Completions by Student Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	224	215	74	105	186	77.14%	(16.96%)
	Under 25	293	288	280	289	296	2.42%	1.02%
Disability Status	No disability reported	506	495	342	380	471	23.95%	(6.92%)
	Reported a disability	11	8	12	14	11	(21.43%)	0.00%
First Generation Status	First Generation	94	79	88	92	101	9.78%	7.45%
	Not First Generation	423	424	266	302	381	26.16%	(9.93%)
Gender	Female	229	233	203	204	268	31.37%	17.03%
	Male	288	270	151	190	214	12.63%	(25.69%)
Pell Recipient Status	Not a Pell Recipient	396	391	262	315	400	26.98%	1.01%
	Pell Recipient	121	112	92	79	82	3.80%	(32.23%)
Race/Ethnicity	American Indian or Alaska Native	1	0	0	0	0	0.00%	(100.00%)
	Asian	3	4	2	4	1	(75.00%)	(66.67%)
	Black or African American	67	96	14	28	25	(10.71%)	(62.69%)
	Hispanic/Latino	32	24	7	21	12	(42.86%)	(62.50%)
	Native Hawaiian or Other Pacific Islander	0	2	0	0	0	0.00%	0.00%
	Nonresident Alien	8	3	6	4	4	0.00%	(50.00%)
	Two or more races	10	7	5	11	15	36.36%	50.00%
	Unknown	9	8	1	5	6	20.00%	(33.33%)
	White	387	359	319	321	419	30.53%	8.27%
Rural Status	Not a rural student	36	30	21	22	26	18.18%	(27.78%)
	Rural student	481	473	333	372	456	22.58%	(5.20%)
Single Parent Status	Not a single parent	517	503	354	380	451	18.68%	(12.77%)
	Single Parent	0	0	0	14	31	121.43%	3100.00%
Total	Total	517	503	354	394	482	22.34%	(6.77%)

Associate in Applied Science degree Completions by Student Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	159	133	136	170	126	(25.88%)	(20.75%)
	Under 25	228	214	162	190	206	8.42%	(9.65%)
Disability Status	No disability reported	364	333	285	345	320	(7.25%)	(12.09%)
	Reported a disability	23	14	13	15	12	(20.00%)	(47.83%)
First Generation Status	First Generation	115	117	99	123	120	(2.44%)	4.35%
	Not First Generation	272	230	199	237	212	(10.55%)	(22.06%)
Gender	Female	212	203	190	206	194	(5.83%)	(8.49%)
	Male	175	144	108	154	138	(10.39%)	(21.14%)
Pell Recipient Status	Not a Pell Recipient	265	224	202	240	237	(1.25%)	(10.57%)
	Pell Recipient	122	123	96	120	95	(20.83%)	(22.13%)
Race/Ethnicity	Asian	5	3	1	1	2	100.00%	(60.00%)
	Black or African American	7	6	4	6	3	(50.00%)	(57.14%)
	Hispanic/Latino	11	9	6	11	11	0.00%	0.00%
	Nonresident Alien	0	1	3	1	2	100.00%	200.00%
	Two or more races	4	6	6	10	9	(10.00%)	125.00%
	Unknown	4	2	0	8	2	(75.00%)	(50.00%)
	White	356	320	278	323	303	(6.19%)	(14.89%)
Rural Status	Not a rural student	26	19	20	18	14	(22.22%)	(46.15%)
	Rural student	361	328	278	342	318	(7.02%)	(11.91%)
Single Parent Status	Not a single parent	387	346	298	309	296	(4.21%)	(23.51%)
	Single Parent	0	1	0	51	36	(29.41%)	3600.00%
Total	Total	387	347	298	360	332	(7.78%)	(14.21%)

Long-Term Certificate Completions by Student Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	395	487	165	340	445	30.88%	12.66%
	Under 25	126	318	314	314	374	19.11%	196.83%
Disability Status	No disability reported	507	787	461	642	801	24.77%	57.99%
	Reported a disability	14	18	18	12	18	50.00%	28.57%
First Generation Status	First Generation	87	118	145	146	162	10.96%	86.21%
	Not First Generation	434	687	334	508	657	29.33%	51.38%
Gender	Female	139	309	324	317	346	9.15%	148.92%
	Male	382	496	155	337	473	40.36%	23.82%
Pell Recipient Status	Not a Pell Recipient	450	655	339	522	686	31.42%	52.44%
	Pell Recipient	71	150	140	132	133	0.76%	87.32%
Race/Ethnicity	American Indian or Alaska Native	0	2	0	1	0	(100.00%)	0.00%
	Asian	7	5	4	6	4	(33.33%)	(42.86%)
	Black or African American	117	140	17	79	112	41.77%	(4.27%)
	Hispanic/Latino	30	59	10	46	40	(13.04%)	33.33%
	Native Hawaiian or Other Pacific Islander	1	0	0	0	0	0.00%	(100.00%)
	Nonresident Alien	1	2	8	4	4	0.00%	300.00%
	Two or more races	4	9	7	17	18	5.88%	350.00%
	Unknown	10	13	0	16	12	(25.00%)	20.00%
	White	351	575	433	485	629	29.69%	79.20%
Rural Status	Not a rural student	8	69	26	59	43	(27.12%)	437.50%
	Rural student	513	736	453	595	776	30.42%	51.27%
Single Parent Status	Not a single parent	521	805	479	601	759	26.29%	45.68%
	Single Parent	0	0	0	53	60	13.21%	6000.00%
Total	Total	521	805	479	654	819	25.23%	57.20%

Short-Term Certificate Completions by Student Demographic								
VARIABLE	SUBGROUP	FY19 TOTAL	FY20 TOTAL	FY21 TOTAL	FY22 TOTAL	FY23 TOTAL	TOTAL PERCENT CHANGE 1 YEAR	TOTAL PERCENT CHANGE 5 YEAR
Age Group	25 and older	1,844	1,976	280	662	1,004	51.66%	(45.55%)
	Under 25	320	238	118	174	317	82.18%	(0.94%)
Disability Status	No disability reported	2,152	2,213	387	822	1,306	58.88%	(39.31%)
	Reported a disability	12	1	11	14	15	7.14%	25.00%
First Generation Status	First Generation	118	63	89	124	163	31.45%	38.14%
	Not First Generation	2,046	2,151	309	712	1,158	62.64%	(43.40%)
Gender	Female	148	220	131	212	317	49.53%	114.19%
	Male	2,016	1,994	267	624	1,004	60.90%	(50.20%)
Pell Recipient Status	Not a Pell Recipient	2,094	2,171	348	766	1,247	62.79%	(40.45%)
	Pell Recipient	70	43	50	70	74	5.71%	5.71%
Race/Ethnicity	American Indian or Alaska Native	5	8	2	4	3	(25.00%)	(40.00%)
	Asian	17	8	4	6	3	(50.00%)	(82.35%)
	Black or African American	770	760	75	186	328	76.34%	(57.40%)
	Hispanic/Latino	210	225	32	85	107	25.88%	(49.05%)
	Native Hawaiian or Other Pacific Islander	4	3	0	0	0	0.00%	(100.00%)
	Nonresident Alien	0	0	0	2	0	(100.00%)	0.00%
	Two or more races	31	32	6	19	28	47.37%	(9.68%)
	Unknown	60	74	8	42	36	(14.29%)	(40.00%)
	White	1,067	1,104	271	492	816	65.85%	(23.52%)
Rural Status	Not a rural student	272	419	43	154	117	(24.03%)	(56.99%)
	Rural student	1,892	1,795	355	682	1,204	76.54%	(36.36%)
Single Parent Status	Not a single parent	2,164	2,214	398	809	1,276	57.73%	(41.04%)
	Single Parent	0	0	0	27	45	66.67%	4500.00%
Total	Total	2,164	2,214	398	836	1,321	58.01%	(38.96%)

Endnotes

- ⁱ Equity Action Agenda for Community College Governance, ACCT Diversity, Equity and Inclusion Committee, 2018
- ⁱⁱ Data and information in this section is pulled from Illinois Community College Board records previously submitted to them by Lake Land College, likely including but not limited to the College's A1 and E1 reports that are pulled from the College's student record system and submitted to ICCB annually.
- ⁱⁱⁱ International Studies Programmatic data, May 2024
- ^{iv} 2019-2023 DAISI—Data and Information System Illinois reports
- ^v International Studies Programmatic data, May 2024
- ^{vi} Financial Aid & Veteran Services Advisor Recorded Data 2024
- ^{vii} 2024 Lake Land College Equity Plan Questionnaire
- ^{viii} 2024 Lake Land College Equity Plan Questionnaire
- ^{ix} 2024 Lake Land College Equity Plan Questionnaire
- ^x 2024 Lake Land College Equity Plan Questionnaire
- ^{xi} 2024 Lake Land College Equity Plan Questionnaire