

# Strategic Planning FY 2019-2022

## Final Report to the Board of Trustees

July 27, 2022

### Mission Statement:

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: university transfer education; technical & career education; workforce development, community and continuing education; intellectual and cultural programs; and support services.

### Vision Statement:

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

**LAKE LAND**  
COLLEGE

# Table of Contents

	Page(s)
Update from the President.	4
Focus Areas, Goals and Objectives.	7
Strategic Initiatives.	8
Performance Dashboard of Strategic Initiatives.	11
Narrative Updates for Strategic Initiatives.	13
Summary Tables for All KPIs.	26
Detailed Reports for Each KPI.	30
Goal 1: Advance Student Success.	
Fall-to-Spring and Fall-to-Fall Retention Rates by Fall Cohorts.	30
Transfer Rates for Graduates and Non-Graduates by Fall Cohorts.	31
Fall-to-Fall Success Rates by Fall Cohorts.	32
Credit Hour Accumulation for Degree Seekers.	33
Percent of Successful Course Completion by Division.	34
Percent of Students Passing Courses by Division.	34
Percent of Successful Course Completion by Course Type.	35
Percent of Students Passing Courses by Course Type.	35
150% and 200% Time Completion Rates for First-Time, Full-Time Degree Seekers.	37
150% and 200% Time Completion Rates for First-Time, Part-Time Degree Seekers.	38
Success Rates for First-Time, Full-Time Degree Seekers at 150% and 200% Time.	39
Success Rates for First-Time, Part-Time Degree Seekers at 150% and 200% Time.	39
Number of Graduates by Degree Type and Fiscal Year.	41

# Table of Contents

## Goal 2: Fulfill Evolving and Emerging Education and Training Needs.

Student Full Time Equivalency (FTE).	42
Percent of Annual Graduates Who Transfer by Degree Type.	43
Percent of Graduates Transferring to a Two- or Four-Year Institution.	44
Work-Based Learning Experience – Student Surveys.	45
Percent of Associate Degree Graduates Who Transfer and Graduate within 200% Time.	46

## Goal 3: Commit to Quality, Access and Affordability.

Tuition and Fees Per Credit Hour.	47
Percent of In-District High School Graduates Enrolled in Fall Terms.	48
Market Penetration: Recent In-District High School Graduates Attending College.	49
Per Capita Cost Per FTE for Lake Land Compared to Other Colleges and State Average.	50

Diversity, Equity and Inclusion (DEI) Baseline Data	51
---	----

## Exhibits:

A. Strategic Planning Committee.	56
B. Frequently Asked Questions – Guided Pathways.	57
C. Frequently Asked Questions –Data Analytics.	60

## Update from the President:

We present the final *Strategic Plan Bi-Annual Report* for the FY 2019-2022 planning cycle to the Board of Trustees and College community to provide transparency and accountability of our strategic planning progress. Despite this planning cycle occurring mostly within the unprecedented challenging times of the Covid-19 pandemic, we are proud to report on our meaningful advancements in our two key focus areas:

1. Implementing Guided Pathways to Success (GPS), while expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes.
2. Implementing data analytics in support of GPS and furthering our commitment to becoming a data-informed institution.

Included in this report are status updates for 19 strategic initiatives we have been pursuing in alignment with laying the foundation for these two focus areas and simultaneously in support of our three goals: advance student success; fulfill evolving and emerging education and training needs; and commit to quality, access and affordability. We have successfully achieved the desired outcomes for 10 of the strategic initiatives, and we will continue pursuing nine initiatives into the next planning cycle as we seek to further operationalize GPS and data analytics.

During the 2019-2022 academic years, two teams of individuals have worked on the implementation of the Guided Pathways model. These teams are the Guided Pathways Leadership Team (GPLT) and the Guided Pathways Strategic Enrollment Management Team (GPSEM Team). We began the work with the GPLT, which achieved a multitude of accomplishments that paved the way toward a successful implementation of the Guided Pathways model. Some highlights of the team initiatives and accomplishments include:

- Redesigning the College's website to incorporate Areas of Study, program maps, and career data on each program.
- Finalizing program maps for full implementation in the fall of 2021.
- Collaborating with Marketing and Public Relations to update the College Catalog and transition to exploratory Areas of Study.
- Supporting Academic Counseling Services in development of a framework for helping students decide on a particular program of study and update advising processes to accommodate Area of Study students.
- Developing Standard Time Blocks and Scheduling Guidelines that were piloted at Kluthe Center in the fall of 2021.
- Creating mock schedules for all students in AAS or CRT career pathways.

For the 2021-2022 academic year, the College launched a new team to work on Guided Pathways implementation as well as strategic enrollment management – the Guided Pathways Strategic Enrollment Management Team (GPSEM). The Vice President for Student Services and the Vice President for Academic Services co-sponsor this team. Since early 2022, the GPSEM team has been chaired by the Associate Dean of Enrollment Management. The GPSEM team is designed to provide leadership and direction for the development and

implementation of the five-year Guided Pathways Strategic Enrollment Management Plan during FY 2023-2027.

The goal of the GPSEM Plan is to continue to scale implementation of the Guided Pathways model and continue to enhance and build upon strategies and supports to help students clarify their end goals, choose the most effective path to achieving those goals and stay on the path to completion. The implementation of the Guided Pathways model is an integral part of the college's strategic enrollment management plan, as the Guided Pathways model itself is designed to improve enrollment through its emphasis on access and student success.

Key accomplishments of the GPSEM team to date include:

- Using the same framework, cycle and reporting structure as the Strategic Plan, created a Matrix that includes goal statements and priority objectives for four focus areas:
  - Guided Pathways Implementation
  - Recruitment and Marketing
  - Onboarding Experience
  - Retention, Persistence and Completion
- Development of the functionalities for implementation of EAB Navigate, a retention and support product that digitally connects students to College faculty and staff to help them stay on their educational path. It also has the potential to support predictive modeling and provide early alerts to instructors and advisors to student risk factors that may influence or inform strategies that faculty and staff utilize to support students through advising or in their courses.

Working with data liaisons from reporting areas throughout the College, the Director of Data Analytics has led the charge to implement utilization of Tableau, a data visualization software tool. This is providing near real-time data access and significantly boosting data-informed decision making for college leaders, faculty and staff across the institution in support of organizational efficiencies and successful student outcomes. Divisions, several departments and various working teams have been provided at least one Tableau dashboard tailored for their needs, with some working teams having access to numerous data dashboards.

In support of the GPSEM team, the Director of Data Analytics continues to implement and expand predictive modeling for student success through use of Tableau and other available data reports, and we will further enhance our predictive modeling platform once EAB Navigate is in place in the coming year.

In addition to providing data analytics tools, we remain committed to long-term data utilization education and awareness for employees and the Board of Trustees. Members of the President's Cabinet, the Director of Data Analytics and the Director of Institutional Research and Reporting provide a monthly data point discussion at each regular Board of Trustees meeting and disseminate the monthly data point discussion presentations to the College community. Additionally, the Director of Data Analytics and the data liaisons share best

practices, success stories, etc. during various employee group meetings and via the College's e-newsletter – the *Laker Low Down*.

We also remain committed to closely monitoring the long-term trends of our college-level key performance indicators (KPIs), such as persistence, retention and completion rates, which are included in this report. With the 2021-2022 academic year, we have also incorporated additional KPIs for baseline student success data from a diversity, equity and inclusion perspective – providing disaggregated data for underrepresented student populations.

As previously reported in the spring of 2022, the KPIs reveal how some of our student success metrics were adversely affected by over two years of the Covid-19 pandemic challenges. For example, our fall-to-fall retention rate for the Fall 2019 cohort dropped to 57.5% from 70.1% for the prior year's cohort and our fall-to-fall success rate for the Fall 2020 cohort dropped to 70.1% from 76.8% for the prior year's cohort. However, we should be proud of our collaborative efforts to help as many students as possible persist to achieve their academic goals despite such strenuous circumstances, and remember that these retention rates are still well above national averages for community college students. Also, other metrics we were able to update in the summer of 2022 indicate positive signs for achieving pre-pandemic rates such as many of the completion rates within three or four years for degree seeking students. Additionally, we saw a reversal for the first time in several years of our declining enrollment trend with our summer 2022 enrollment yielding an 8.1% FTE increase or 8.8% headcount increase compared to the summer of 2021 enrollment.

As we conclude our current planning cycle, we thank the numerous faculty, staff and Board of Trustees who have been dedicated to helping the College lay the foundations for GPS and data analytics. In addition, we thank the many students, faculty, staff, Board of Trustees and community partners who provided significant feedback this past fall through surveys and focus group sessions to help us best transition to the FY 2023-2027 planning cycle. Our new focus areas, goals and objectives are based upon this valuable feedback from over 1,200 stakeholders and will concentrate on enhancing student success in three key areas: excellent teaching and learning, effective processes for student support, and expanding partnerships. The plan will also focus on institutional and employee excellence. Our collective commitment to the new strategic plan will position Lake Land College to effectively address the numerous challenges of the rapidly changing higher education landscape and excel to meet the evolving needs of our district and the holistic needs of the individuals we serve.



Dr. Josh Bullock, President

## **Lake Land College**

### **Strategic Plan FY 2019-2022**

#### **Two Key Focus Areas:**

1. Implement **Guided Pathways to Success (GPS)**, while expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes.
2. Develop institutional intelligence capacity (**data analytics**) to disseminate actionable data and analytic tools to all college faculty and staff.

Each strategic initiative (project) that we pursue in this planning cycle will align with one or both of these key focus areas and support one or more of the following goals and objectives:

#### **Goal 1: Advance student success.**

- 1.1 Foster a holistic student experience through academic and social integration.
- 1.2 Ensure a student-centered culture through excellent teaching and exceptional service.
- 1.3 Improve retention, persistence and completion.

#### **Goal 2: Fulfill evolving and emerging education and training needs.**

- 2.1 Partner with community, business, and education.
- 2.2 Align programs, services and delivery methods.
- 2.3 Expand transfer options and career pathways.

#### **Goal 3: Commit to quality, access and affordability.**

- 3.1 Innovate for advancement.
- 3.2 Invest strategically in personnel, facilities and equipment.
- 3.3 Demonstrate personal and institutional accountability through data-driven decision making.

## Guided Pathways - Strategies

Goal	Strategic Initiative (Task)	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 19	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 20	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 21	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 22	Source of Data
Goal 1: Advance Student Success.	Years One - Four - Promote college-wide understanding of Guided Pathways model and how Guided Pathways can be used to improve student experiences, retention, and completion.	Campus-wide training regarding GPS through employee group meetings, staff development days, and division meetings. Design and update GPS website.	GPLT provides regular updates to employee group and division meetings. Annual report submitted and website continually maintained and updated.	GPLT provides regular updates to employee group and division meetings. Annual report submitted and website continually maintained and updated.	Dean of GPS provides regular updates to employee group and division meetings. Annual report submitted and website continually maintained and updated.	Website, Meeting Minutes, Annual Reports
Goal 1: Advance Student Success.	Create meta-majors to introduce students to major area of study as a link to specific programs of study.	Draft of meta-majors to be presented to Cabinet	Meta-majors finalized for implementation.	Full implementation of meta-majors	N/A	Meta-majors
Goal 2: Fulfill evolving and emerging education and training needs.	Create clear curricular pathways aligned with employment and further education.	Pilot program mapping process in Agriculture Division.	Complete program mapping in all remaining academic programs.	Program maps are finalized for implementation.	N/A	Program maps
Goal 1: Advance Student Success.	Identify redesign needs in processes for placement, advising, and registration to support the pathways.	Research gaps in current processes through EAB Enrollment Pain Point Audit, student focus groups, and GPS Scale of Adoption (Self-Assessment)	Redesign needs in processes for placement, advising, and registration identified to support meta-major and default program maps implementation.	Elements are finalized for implementation in support of meta-major and default program maps.	N/A	EAB Enrollment Pain Point Audit, Student Focus Groups Results, Scale of Adoption, Annual Report
Goal 1: Advance Student Success.	Identify and implement supports to help academically underprepared student to succeed in "gateway" courses for the major program, including but not limited to math and English.	N/A	Necessary supports to help academically underprepared students identified during the mapping process.	Implementation of redesigned academic supports.	N/A	Redesigned academic supports
Goal 1: Advance Student Success.	Develop integrated course schedules so that students can take courses when they need them, can plan their schedules, and complete programs in the shortest time possible.	Identify gaps in course scheduling and research best practices in course scheduling.	Redesign needs in scheduling are identified and finalized for implementation.	Implementation of redesigned scheduling processes to support Guided Pathways.	Implementation of redesigned scheduling processes to support Guided Pathways.	Redesigned course schedules
Goal 1: Advance Student Success.	Identify elements needed in a student tracking system to monitor student success along the pathway.	N/A	Identify gaps, research best practices in student tracking, and identify appropriate student planning/tracking tool. Plans underway for purchase or transition of current student planning/tracking tools.	Implementation of redesigned student tracking system to monitor student success along the pathway.	Implementation of redesigned student tracking system to monitor student success along the pathway.	Student tracking system
Goal 1: Advance Student Success.	Develop a plan for the College to identify students at risk of falling off-track and supports to intervene in ways to help students get back on track.	N/A	Identify gaps in current system in identifying student at-risk for falling off-track.	Transition into and pilot of redesigned process of identifying students at risk for falling off their pathway.	Transition into and pilot of redesigned process of identifying students at risk for falling off their pathway.	Student tracking system/Early alert system
Goal 1: Advance Student Success.	Develop and implement an Enrollment Management Plan	N/A	N/A	Guided Pathways Enrollment Management Year 1 Project Plan Development and Implementation	Guided Pathways Enrollment Management Plan Year 2 Development and Implementation	GPS Enrollment Management Plans; Annual Report



## Data Analytics - Strategies

Goal	Strategic Initiative (Task)	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 19	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 20	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 21	Measurable Outcome(s) Targeted Achievements by End of FY 22	Source of Data
Goal 1: Advance Student Success.	Years One through Four - Promote college-wide understanding of data analytics terminology and how data analytics can be used to improve student outcomes and operational efficiencies.	Data discussion sessions held with administrators, supervisors and division chairs in fall 2018. FAQs developed and shared college-wide in spring 2019.	Data Analytics Task Force provides regular updates and data discussions to employee group and division meetings.	Data Analytics Task Force provides regular updates and data discussions to employee group and division meetings.	Director of Data Analytics to provide updates and data discussions to employee groups and division meetings.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 1: Advance Student Success.	Year One - Investigate appropriate tools and software to transition from numerous data silos to a unified platform. Year Two - Identify and purchase appropriate tool.	Rubric tool developed to ensure investigation of potential software tools optimally aligns with the College's goals and resources.	Appropriate data analytics tool identified and plans underway for purchase to transition from numerous data silos to a unified platform.	N/A	N/A	Data Analytics Task Force Meeting Minutes. Board of Trustees Meeting Minutes.
Goal 3: Commit to quality, access and affordability.	Years One, Two and Three - Establish data governance model including policies and procedures in year one. Review and update policies and procedures as we progress with development in years two and three.	Data governance/ethics policy submitted to Board for approval, including reference to accompanying procedures.	Policies and procedures reviewed and updated as warranted.	Policies and procedures reviewed and updated as warranted.	Policies and procedures reviewed and updated as warranted.	Board Policy Manual, Board meeting minutes, Data Analytics Task Force Meeting Minutes, Records on shared drive.
Goal 3: Commit to quality, access and affordability.	Years One, Two and Three - Develop a common data dictionary and data standards in year one. Review and update as we progress with development in years two and three.	Common data dictionary and data standards document published and shared with college community.	Common data dictionary and data standards document reviewed for necessary updates and shared with college community.	Common data dictionary and data standards document reviewed for necessary updates and shared with college community.	Common data dictionary and data standards document reviewed for necessary updates and shared with college community.	Data Analytics Task Force Meeting Minutes, Records on shared drive.
Goal 3: Commit to quality, access and affordability.	Year One - Create a Director of Data Analytics position to oversee the planning, implementation and ongoing operation of the data analytics initiative.	Director of Data Analytics hired.	N/A	N/A	N/A	HR Records and Board of Trustees Meeting Minutes.
Goal 3: Commit to quality, access and affordability.	Year Three - Identify at least three pilot projects to utilize data analytics program and software tools, with one being Guided Pathways and Ag Division.	N/A	N/A	Pilot projects identified. Director of Data Analytics coordinating actions to launch the pilot projects.	N/A	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 3: Commit to quality, access and affordability.	Years Two and Three - Identify a data liaison within each unit, department or division to foster communication between data analytics experts and staff. Align liaisons with Guided Pathways liaison structure. Coordinate data analytics utilization via each department's data liaison and foster awareness for success stories, data driven decisions, use of data, learn best practices, etc.	N/A	Data liaison identified within each unit, department or division.	Data liaisons coordinating with key focus area teams to achieve strategic goals, foster data analytics awareness and learn best practices.	Build working groups to identify key risk factors for student success and implement a dashboard to be available for student advisors and faculty.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 1: Advance Student Success.	Year Three - Develop an education plan for staff utilization of tools, policies, procedures and data dictionary.	N/A	N/A	Education plan established and shared with college community.	Monitor the usage of the Tableau Dashboard.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 3: Commit to quality, access and affordability.	Year Three - Develop plan to address continual quality improvement and training needs.	N/A	N/A	Ongoing Quality Improvement Plan established and shared with College Community.	Ongoing Quality Improvement Plan established and shared with College Community.	Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.

## Data Analytics - Strategies

Goal	Strategic Initiative (Task)	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 19	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 20	Measurable Outcome(s)/Targeted Achievement(s) by End of FY 21	Measurable Outcome(s) Targeted Achievements by End of FY 22	Source of Data
Goal 3: Commit to quality, access and affordability.	Years One, Two, Three and Four - Identify and evaluate college-wide KPIs for overall strategic planning process and additional KPIs relevant to data analytics to measure incorporation of predictive modeling applications and actions/decisions based on data analytics.	Key performance indicators updated and published in Mid-Year Report.	Key performance indicators updated and published in Mid-Year Report.	Key performance indicators updated and published in Mid-Year Report.	Key performance indicators updated and published in Mid-Year Report.	Strategic Plan Mid Year Report, Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.
Goal 1: Advance Student Success.	Year Three - Each unit will begin to identify its own metrics or KPI's to measure success. Establish goal that by year five each department will have identified its own metrics for success.	N/A	N/A	Initial unit level KPIs identified.	Expand the KPI's that are being tracked and produce KPI's that are meaningful to each College Department.	Strategic Plan Mid Year Report, Data Analytics Task Force Meeting Minutes and Additional Committee Records in Shared Drive.



Meeting progress target



Not meeting progress target



Project placed on hold



Achieved strategy development complete














Abandoned

## Performance Dashboard of Strategies by Focus Area

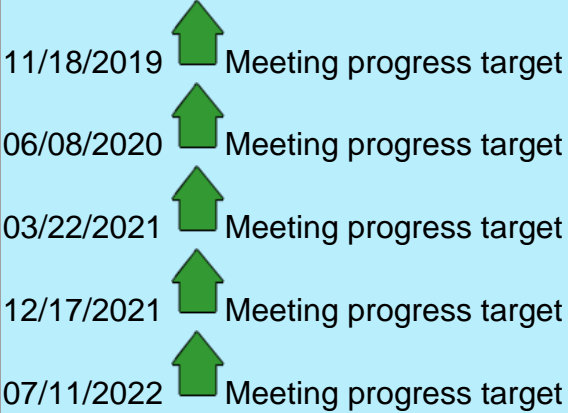
### Guided Pathways


Focus Strategy	Status	Task Coordinator
Promote College-Wide Understanding of GPS		Valerie Lynch
Meta-Major Creation and Implementation		Darci Cather
Create clear curricular pathways		Darci Cather
Redesign needs for placement, advising, and registration		Darci Cather
Identify and implement supports to help academically underprepared students		Darci Cather
Develop integrated course schedules		Emily Ramage
Student tracking system		Valerie Lynch
Develop a plan to identify students at risk of falling off pathways		Valerie Lynch
Develop and implement an Enrollment Management Plan		Valerie Lynch

## Data Analytics



Focus Strategy	Status	Task Coordinator
Year Three - Data analytics education plan for all staff.		Lisa Cole
Develop a Data Dictionary		Lisa Cole
Data Liaisons		Lisa Cole
Data Analytics Software Tool(s)		Lisa Cole
KPIs for strategic planning bi-annual reporting.		Jean Anne Grunloh
Appropriate KPIs for each unit to measure success.		Lisa Cole
Data Analytics Pilot Projects with New Software Tool(s).		Lisa Cole
Hiring of Director of Data Analytics position		Jean Anne Grunloh
Promote college-wide understanding through Data Discussions		Lisa Cole
Develop plan and address continual quality improvement and training needs.		Lisa Cole
Establish a data governance model		Lisa Cole




## Guided Pathways – Strategy Status Updates

<b>Strategy:</b>	Promote College-Wide Understanding of GPS
<b>Task Coordinator(s):</b>	Valerie Lynch
<b>Cabinet Member:</b>	Jon Althaus
<b>Description:</b> Years One, Two, Three and Four - Promote college-wide understanding of Guided Pathways model and how Guided Pathways can be used to improve student experiences, retention, and completion.	
<b>Status Statement:</b>	<div>  <p>11/18/2019 Meeting progress target</p> <p>06/08/2020 Meeting progress target</p> <p>03/22/2021 Meeting progress target</p> <p>12/17/2021 Meeting progress target</p> <p>07/11/2022 Meeting progress target</p> </div>
<p><b>Mid-Year Progress Report:</b> Upon departure of the Dean of GPS, duties concerning the promotion of college-wide understanding of GPS and how it can improve retention and completion was shifted to the Associate Dean of Enrollment Management in conjunction with the Dean of Academic Operations. The new Associate Dean of Enrollment Management began leading a new Guided Pathways Team. The Guided Pathways Strategic Enrollment Management (GPSEM) Team was formed in November 2021 to develop a college-wide SEM plan utilizing the Guided Pathways framework. The GPSEM plan will also help move forward the continued implementation of Guided Pathways. The GPSEM team has begun work on the multi-year plan that includes an objective to strategize how to best communicate to the campus community and keep them informed on the progress of Guided Pathways.</p> <p>Source of Data: Website, Meeting Minutes, Annual Reports</p>	

<b>Strategy:</b>	Meta-Major Creation and Implementation
<b>Task Coordinator(s):</b>	Emily Ramage
<b>Cabinet Member:</b>	Jon Althaus
<b>Description:</b> Create meta-majors to introduce students to major area of study as a link to specific programs of study.	
<b>Status Statement:</b>	<div>  <p>11/18/2019 Meeting progress target</p> </div>




## Guided Pathways – Strategy Status Updates


	<div> <div>06/08/2020</div> <div>  </div> <div>Meeting progress target</div> </div> <div> <div>03/22/2021</div> <div>  </div> <div>Achieved strategy development complete</div> </div>
<p><b>Mid-Year Progress Report:</b> FY21 Outcome: Meta-majors have been fully implemented. Progress Narrative: During FY2019, the GPLT developed the meta-majors. During FY2020, the GPLT worked with ISS to code the meta-majors (henceforth called Areas of Study) in Colleague. The team also worked with MPR and ISS to update the website in order to capture the Areas of Study. Application has been updated and these changes went into effect September 2020. In FY21, the GPLT developed default first semester program maps for each of the Areas of Study. Additionally, the website was edited and updated, and the Areas of Study were introduced to the college community in the AY2021/2022 catalog. At the conclusion of FY21, Areas of Study (meta-majors) have been fully implemented and introduced via the website, catalog, and updated promotional materials.</p>	

<b>Strategy:</b>	Create clear curricular pathways
<b>Task Coordinator(s):</b>	Emily Ramage
<b>Cabinet Member:</b>	Jon Althaus
<b>Description:</b> Create clear curricular pathways aligned with employment and further education.	
<b>Status Statement:</b>	<div> <div>11/18/2019</div> <div>  </div> <div>Meeting progress target</div> </div> <div> <div>06/08/2020</div> <div>  </div> <div>Meeting progress target</div> </div> <div> <div>03/22/2021</div> <div>  </div> <div>Achieved strategy development complete</div> </div>
<p><b>Mid-Year Progress Report:</b> FY21 Outcome: Program maps finalized for implementation. Progress Narrative: During FY2019, the GPLT completed all program maps in the Agriculture Division. During FY2020, the GPLT completed program mapping in all remaining academic divisions. Program maps were created by program coordinators in conjunction with GPLT team members. Maps were reviewed by each division and by the GPLT prior to going to curriculum committee for approval. Curriculum committee approved all maps minus one (which will be returned to committee in September). At this point, program maps have been internally finalized and are in process of being updated in Colleague. Maps will move to ICCB in August for final approval. GPLT has met the outcome target for FY20. Maps will be available</p>	



## Guided Pathways – Strategy Status Updates






in datatel and on the website when the application opens in September 2020. In FY21, program maps were finalized, as they were approved by ICCB, updated in Colleague, and redesigned in new map form on the College's website. Overall, the College completed program mapping for 158 programs.

<b>Strategy:</b>	Redesign needs for placement, advising, and registration
<b>Task Coordinator(s):</b>	Pamela Hartke
<b>Cabinet Member:</b>	Valerie Lynch
<b>Description:</b> Identify redesign needs in processes for placement, advising, and registration to support the pathways.	
<b>Status Statement:</b>	<div> <div>11/18/2019  Meeting progress target</div> <div>06/08/2020  Not meeting progress target</div> <div>03/22/2021  Achieved strategy development complete</div> </div>
<b>Mid-Year Progress Report:</b> FY21 Outcome: Elements are finalized for implementation in support of meta majors (Areas of Study) and default program maps. Progress Narrative: In FY21, the application and registration process has been updated to allow for students to choose an Area of Study upon applying. Additionally, Counseling Services is reaching out to all Area of Study students. Counseling Services has also developed an advising framework for supporting Area of Study students. Finally, Admissions and Records have full implemented multiple measures which provide students a variety of placement options which include high school GPA to provide more ways for students to take a college-level class in their first semester.	

<b>Strategy:</b>	Identify and implement supports to help academically underprepared students
<b>Task Coordinator(s):</b>	Pamela Hartke
<b>Cabinet Member:</b>	Jon Althaus
<b>Description:</b> Identify and implement supports to help academically underprepared student to succeed in "gateway" courses for the major program, including but not limited to math and English.	
<b>Status Statement:</b>	<div> <div>11/18/2019  Meeting progress target</div> </div>

## Guided Pathways – Strategy Status Updates

	 06/08/2020 Meeting progress target  04/05/2021 Achieved strategy development complete
<b>Mid-Year Progress Report:</b> For FY21, the Tutoring and Testing Center implemented virtual and online tutoring services through Smarthinking as well as the College's in-house tutors. Virtual tutoring services expanded access to all students to help those struggling or academically under-prepared succeed. Additionally, Admissions and Records also developed and implemented multiple measures for course placement (i.e. high school GPA, transitional math completion, etc.) to ensure that students were in the appropriate course and to help place them on a path to completion.	

<b>Strategy:</b>	Develop integrated course schedules
<b>Task Coordinator(s):</b>	Emily Ramage
<b>Cabinet Member:</b>	Jon Althaus
<b>Description:</b> Develop integrated course schedules so that students can take courses when they need them, can plan their schedules, and complete programs in the shortest time possible.	
<b>Status Statement:</b>	 11/18/2019 Meeting progress target  06/08/2020 Meeting progress target  03/22/2021 Meeting progress target  12/17/2021 Meeting progress target  07/21/2022 Meeting progress target
<b>Mid-Year Progress Report:</b> Turnover in the Academic Scheduling Coordinator position caused a slight delay in progress. New Academic Scheduling Coordinator reviews processes with division chairs to continue work toward full integration; Implementing targeted availability of sections to increase course utilization; (Ongoing).	






<b>Strategy:</b>	Student tracking system
<b>Task Coordinator(s):</b>	Valerie Lynch
<b>Cabinet Member:</b>	Valerie Lynch



## Guided Pathways – Strategy Status Updates

**Description:** Identify elements needed in a student tracking system to monitor student success along the pathway.

**Status Statement:**

11/18/2019		Meeting progress target
06/08/2020		Meeting progress target
04/05/2021		Not meeting progress target
12/17/2021		Meeting progress target
07/11/2022		Meeting progress target

**Mid-Year Progress Report:** EAB Navigate implementation began in the Fall of 2021 and continues at the time of this update (July 2022). The implementation will require working teams to develop procedures for tracking various cohorts of students and to run reports that will help us monitor and identify students in danger of falling off-track. EAB Navigate software will be piloted during the 2022-2023 academic year.

**Strategy:**

Develop a plan to identify students at risk of falling off pathways

**Task Coordinator(s):**






Valerie Lynch

**Cabinet Member:**

Valerie Lynch

**Description:** Develop a plan for the College to identify students at risk of falling off-track and supports to intervene in ways to help students get back on track.




**Status Statement:**

11/18/2019		Meeting progress target
06/08/2020		Meeting progress target
04/05/2021		Not meeting progress target
12/17/2021		Meeting progress target
07/11/2022		Meeting progress target


**Mid-Year Progress Report:** Academic Summit was conducted over summer 2021 to identify multiple at-risk factors for identifying students; Redesigned process for tracking at-risk students coincides with the implementation of EAB NAVIGATE. In the

## Guided Pathways – Strategy Status Updates

meantime, the College continues to utilize the current LEAP early alert system. Similar to the update for the student tracking system, the use of EAB Navigate will be the student success tool used to identify students at risk. An alert system will be built into our Navigate implantation process. EAB Navigate is set to be piloted during the 2022-2023 academic year.




<b>Strategy:</b>	Develop and implement an Enrollment Management Plan
<b>Task Coordinator(s):</b>	Valerie Lynch
<b>Cabinet Member:</b>	Valerie Lynch
<b>Description:</b>	Develop and implement an Enrollment Management Plan
<b>Status Statement:</b>	<div> <div>04/15/2021</div> <div>  </div> <div>Meeting progress target</div> </div> <div> <div>12/17/2021</div> <div>  </div> <div>Meeting progress target</div> </div> <div> <div>07/11/2022</div> <div>  </div> <div>Meeting progress target</div> </div>
<b>Mid-Year Progress Report:</b>	<p>During the 2021-2022 academic year, the Guided Pathways Leadership Team disbanded and was replaced with the Guided Pathways Strategic Enrollment Management Team. This team was charged with continuing the implementation of the Guided Pathways Model and using it as a framework to develop a Strategic Enrollment Management Plan (SEM plan). As of January 2022, the team is led by the new Associate Dean of Enrollment Management. The team has conducted a SWOT analysis and analyzed multiple data sources (such as the EAB Pain Points Audit and the results of the Campus Works Consultant Site Visit) as well as multiple years of enrollment data. In Spring 2022, the team consulted with EAB and decided to develop the GPSEM plan in a five-year cycle using a similar process to the College's strategic planning process. The GPSEM plan is on track to be developed in Fall of 2022 and will be operational before the end of the 2022-2023 academic year.</p>






## Data Analytics – Strategy Status Updates

<b>Strategy:</b>	Year Three - Data analytics education plan for all staff.
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Develop an education plan for staff utilization of tools, policies, procedures and data dictionary.	
<b>Status Statement:</b>	 <p>11/18/2019 Meeting progress target</p> <p>06/11/2020 Meeting progress target</p> <p>04/06/2021 Meeting progress target</p> <p>12/01/2021 Meeting progress target</p> <p>06/14/2022 Meeting progress target</p>
<b>Mid-Year Progress Report:</b> Each department supervisor has been contacted and either has a Tableau Report or was made aware of capabilities of reporting with Tableau. As of June 2022 there are 19 project folders and 50 users created in Tableau and security is applied to each area so only those with proper access can view the data they need. The following areas are represented: Admissions, Adult-Ed-ESL and Pathways, The Cabinet, Completion and Persistence (available to all users), Counseling and Advising, Developmental Education (including access to Math Faculty), Division Chairs Enrollment (available to all users), EOC - Covid Screening Resources, Foundation, Alumni, Human Resources, Marketing and Public Relations, Scheduling, Student Life/Student List, KPI's, Program Enhancement and Review, Various Institutional Research and other Internal Reporting. Other areas have reports but are not yet available as a dashboard, but as they are finished will be published in Tableau. These include: Information Systems and Services, Financial Aid, Accounting, and Department of Corrections.	


<b>Strategy:</b>	Develop a Data Dictionary
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Draft an initial data dictionary that provides definitions and explanations of all potential variables for data analysis for the college. The data dictionary will be a living document that will be modified on an ongoing basis. Additional variables and definitions will be included in the document over time as new or existing variables are identified.	

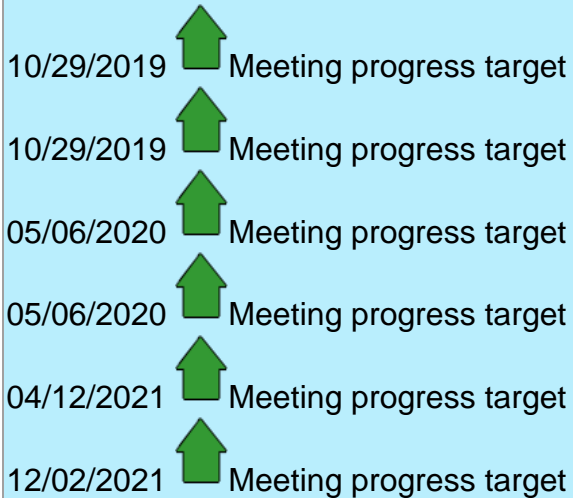
## Data Analytics – Strategy Status Updates

<b>Status Statement:</b>	<div style="text-align: center;">      </div> <div> 10/21/2019 Meeting progress target  06/01/2020 Meeting progress target  04/13/2021 Achieved strategy development complete </div>
<b>Mid-Year Progress Report:</b> N/A	


<b>Strategy:</b>	Data Liaisons
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Years Two, Three and Four - Identify a data liaison within each unit, department or division to foster communication between data analytics experts and staff. Align liaisons with Guided Pathways liaison structure. Coordinate data analytics utilization via each department's data liaison and foster awareness for success stories, data driven decisions, use of data, learn best practices, etc.	
<b>Status Statement:</b>	<div style="text-align: center;">          </div> <div> 11/18/2019 Meeting progress target  06/01/2020 Meeting progress target  04/06/2021 Meeting progress target  12/01/2021 Meeting progress target  06/14/2022 Achieved strategy development complete </div>
<b>Mid-Year Progress Report:</b> Each reporting area of the College has at least one person that was designated the data liaison. In the majority of the areas it is the department supervisor. Some supervisors have delegated the responsibility to those asking for the data - for example in Admissions, work has been done for the Director of Enrollment Services with supervision of the Dean of Admissions. Information Systems and Services has begun to recognize the use of Tableau and is beginning to redirect data requests that are routine so a dashboard can be created and end users can collect data as needed.	






## Data Analytics – Strategy Status Updates

<b>Strategy:</b>	Data Analytics Software Tool(s)
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Year One - Investigate appropriate tools and software to transition from numerous data silos to a unified platform. Year Two - Identify and purchase appropriate tool.	
<b>Status Statement:</b>	 <p>10/21/2019 Meeting progress target</p> <p>06/01/2020 Meeting progress target</p> <p>04/13/2021 Achieved strategy development complete</p>
<b>Mid-Year Progress Report:</b> Tableau, an interactive data visualization software tool, has been purchased and implemented. Dashboards are being developed and users are being trained. All new projects are being developed in Tableau when applicable. New additions to Tableau to assist with predictive analytics are being released and will be reviewed when available.	

<b>Strategy:</b>	KPIs for strategic planning bi-annual reporting.
<b>Task Coordinator(s):</b>	Jean Anne Highland
<b>Cabinet Member:</b>	Dr. Josh Bullock
<b>Description:</b> Years One, Two, Three and Four - Identify and evaluate college-wide KPIs for overall strategic planning process and additional KPIs relevant to data analytics to measure incorporation of predictive modeling applications and actions/decisions based on data analytics.	
<b>Status Statement:</b>	 <p>10/29/2019 Meeting progress target</p> <p>10/29/2019 Meeting progress target</p> <p>05/06/2020 Meeting progress target</p> <p>05/06/2020 Meeting progress target</p> <p>04/12/2021 Meeting progress target</p> <p>12/02/2021 Meeting progress target</p>






## Data Analytics – Strategy Status Updates

	07/22/2022  Meeting progress target
<b>Mid-Year Progress Report:</b> Key performance indicators for student success and institutional performance have been updated and published in the Strategic Plan Report. Additional metrics have been added for diversity, equity and inclusion.	


<b>Strategy:</b>	Appropriate KPIs for each unit to measure success.
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Years Three and Four - Each unit will begin to identify its own metrics or KPI's to measure success. Establish goal that by year five each department will have identified its own metrics for success.	
<b>Status Statement:</b>	<div> <div>11/18/2019  Meeting progress target</div> <div>06/11/2020  Meeting progress target</div> <div>04/06/2021  Meeting progress target</div> <div>12/01/2021  Meeting progress target</div> <div>06/14/2022  Meeting progress target</div> </div>
<b>Mid-Year Progress Report:</b> KPI reporting was created in Tableau for the update of the Strategic Plan and all the current KPI's identified. Academic Program specific KPI's via the PIE process have been put in place and are currently being used for the ICCB Program Review aggregated data prompts. Plans are already in place for creation of more KPI's that will be published to the website for anyone visiting the Lake Land Webpage to view. Departmental KPI's and KPI's related to next year's Strategic Plan will be implemented and published.	

<b>Strategy:</b>	Data Analytics Pilot Projects with New Software Tool(s).
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Years Three and Four - Identify at least three pilot projects to utilize data analytics program and software tools, with one being Guided Pathways and Ag Division.	

## Data Analytics – Strategy Status Updates






<b>Status Statement:</b>	11/18/2019		Meeting progress target
	06/01/2020		Meeting progress target
	04/06/2021		Meeting progress target
	12/01/2021		Meeting progress target
	06/14/2022		Achieved strategy development complete






**Mid-Year Progress Report:** The pilot projects (e.g. dashboards created to support the Guided Pathways efforts, the scheduling process and the Marketing and Public Relations Department) were completed and were a great success. This process has been implemented campus wide, with any working team now able to request specific data dashboards.

<b>Strategy:</b>	Hiring of Director of Data Analytics Position
<b>Task Coordinator(s):</b>	Jean Anne Highland
<b>Cabinet Member:</b>	Dr. Josh Bullock
<b>Description:</b> Year One - Create a Director of Data Analytics position to oversee the planning, implementation and ongoing operation of the data analytics initiative.	
<b>Status Statement:</b>	11/18/2019  Achieved strategy development complete
<b>Mid-Year Progress Report:</b> The Board of Trustees approved the appointment of Ms. Lisa Cole to the new administrative position of Director of Data Analytics during the May 2019 regular Board meeting.	

<b>Strategy:</b>	Promote college-wide understanding through Data Discussions
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Years One, Two, Three and Four - Promote college-wide understanding of data analytics terminology and how data analytics can be used to improve student outcomes and operational efficiencies.	

## Data Analytics – Strategy Status Updates




<b>Status Statement:</b>	<div style="text-align: center;">          </div> <div> 10/21/2019 Meeting progress target  06/01/2020 Meeting progress target  04/06/2021 Meeting progress target  12/01/2021 Meeting progress target  06/14/2022 Meeting progress target </div>
<b>Mid-Year Progress Report:</b> Monthly data discussions for the board of trustees are still being presented, included in publicly released Board Books, available to staff. Additionally, Assessment and Program Review are a top priority for moving away from the compliance stage to the enhancement stage where everyone can see that assessment is meaningful and not just a process that has to be completed. We will continue to identify equity gaps and look at more disaggregated data to identify where programs need to improve and identify more at risk students.	

<b>Strategy:</b>	Develop plan and address continual quality improvement and training needs.
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Years Three and Four - Develop plan and address continual quality improvement and training needs.	
<b>Status Statement:</b>	<div style="text-align: center;">          </div> <div> 11/18/2019 Meeting progress target  06/01/2020 Meeting progress target  04/06/2021 Meeting progress target  12/01/2021 Meeting progress target  06/14/2022 Meeting progress target </div>
<b>Mid-Year Progress Report:</b> We continue to try to utilize Tableau in every way possible to make end users think of it as the first place to answer any data related questions – which will enhance access to accurate data. As more people are trained	



## Data Analytics – Strategy Status Updates

and find their "aha moment" with data others are joining and sharing the positive aspects of Tableau. More integration and filtering ability is being added continually and each new function makes the dashboards even more useful. We will continue to take the process of holding data summits to brainstorm and collect project requests to get more people on board with using our data tool. Although the year-long process to implement EAB Navigate is just now occurring, we will continue to utilize Tableau and other available data reports to identify and make targeted outreach to at risk students. This predictive modeling platform will be enhanced once we have implemented EAB Navigate.

<b>Strategy:</b>	Establish a data governance model
<b>Task Coordinator(s):</b>	Lisa Cole
<b>Cabinet Member:</b>	Jean Anne Highland
<b>Description:</b> Establish a data governance model including policies and procedures in year one. Review and update policies and procedures as we progress with development in years two and three.	
<b>Status Statement:</b>	<div> <div>11/07/2019</div> <div>  Meeting progress target </div> </div> <div> <div>06/11/2020</div> <div>  Meeting progress target </div> </div> <div> <div>04/13/2021</div> <div>  Achieved strategy development complete </div> </div>
<b>Mid-Year Progress Report:</b> N/A	

Lake Land College Strategic Plan College Level KPIs 2019-2022									
Metric	FY2016 Outcome	FY2017 Outcome	FY2018 Outcome	FY2019 Outcome	FY2020 Outcome	FY2021 Outcome	FY2022 Outcome		
<b>Goal 1: Advance Student Success</b>									
Retention for ALL degree seekers (excludes DOC)	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort		
Fall Cohorts	3,816	3,579	3,497	3,409	3,304	3,095	3,114		
Fall to Spring Retention	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021		
Enrolled	73.2%	73.2%	72.3%	74.0%	74.1%	75.0%	76.0%		
Completed (Fall not Enrolled Spring)	4.0%	3.7%	4.9%	5.3%	4.3%	4.3%	5.3%		
<b>Total Retention (Enrolled &amp; Completed)</b>	<b>77.2%</b>	<b>76.9%</b>	<b>77.2%</b>	<b>79.3%</b>	<b>78.5%</b>	<b>79.3%</b>	<b>81.3%</b>		
Fall to Fall Retention	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021		
Enrolled	42.8%	43.4%	45.3%	44.4%	44.5%	42.4%	37.6%		
Completed (fall, spring, summer)	21.2%	21.8%	23.9%	25.9%	25.6%	15.1%	24.0%		
<b>Total Retention (Enrolled &amp; Completed)</b>	<b>63.9%</b>	<b>65.2%</b>	<b>69.2%</b>	<b>70.3%</b>	<b>70.1%</b>	<b>57.5%</b>	<b>61.6%</b>		
Transfer without Graduating	10.0%	7.3%	9.9%	9.3%	5.9%	7.0%	8.7%		
Transfer with Graduating	8.4%	8.1%	9.7%	9.8%	10.7%	11.8%	9.9%		
Total Transferred	18.4%	15.4%	19.6%	19.2%	16.6%	18.8%	18.6%		
<b>Total Success Fall to Fall</b>	<b>73.2%</b>	<b>74.3%</b>	<b>76.7%</b>	<b>76.1%</b>	<b>77.1%</b>	<b>76.8%</b>	<b>70.1%</b>		
<b>Graduate Rate: Successful Completion for First-Time Degree Seeking Students, Excluding DOC</b>									
Completion Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
150% Time (within 3 years)	52%	53.6%	51.1%	49%	50%	49%			
200% Time (within 4 years)	53%	54.5%	54.0%	51%	52%				
Completion Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
150% Time (within 3 years)	12%	13.9%	27.0%	25%	18%	25%			Fall 2018 number reflect the year of Covid
200% Time (within 4 years)	12%	17.1%	28.1%	28%	20%				
Success Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
150% Time (within 3 years)	60%	62.2%	59.0%	55%	55%	56%			
200% Time (within 4 years)	56%	57.4%	57.2%	53%	53%				
Success Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019			
150% Time (within 3 years)	22%	26.0%	34.0%	30%	24%	32%			
200% Time (within 4 years)	18%	22.4%	32.8%	28%	25%				
Persistence for Degree Seekers (excludes DOC)	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2022
Full Time Students	2,427	2,333	2,256	2,273	2,162	2,038	1,880		
Completed 24 or more Hours	64.4%	65.4%	65.6%	77.7%	66.7%	67.1%	69.5%		
Part Time Students	1,389	1,246	1,214	1,136	1,142	1,057	874		
Completed 12 or more hours	42.8%	44.5%	47.4%	48.4%	48.6%	50.9%	46.7%		Data not available-A-1 report not completed yet.

Yellow Highlights=New Numbers

Red=Results do not meet or exceed goals

Lake Land College Strategic Plan College Level KPIs 2019-2022									
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022		
	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome	Outcome		
<b>Persistence: Successful Completion and Passing Rate, Including All Students Enrolled for FY, Excluding DOC, DUAL, IDOT, and Heartsaver CPR</b>									
<b>Persistence: Percent of Successful (C or Higher) Course Completion by Division</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>		<b>FY2022</b>
Agriculture	90%	91%	93%	92%	92%	92%	88%		93%
Allied Health	89%	89%	91%	93%	90%	90%	94%		89%
Business	75%	76%	77%	77%	77%	79%	79%		81%
Humanities	70%	71%	74%	74%	74%	73%	78%		74%
Math & Science	72%	73%	75%	76%	76%	75%	81%		73%
Social Science & Education	78%	80%	80%	81%	82%	81%	85%		83%
Technology	85%	85%	85%	87%	89%	87%	87%		86%
Total Overall	77%	79%	80%	80%	81%	81%	85%		81%
<b>Persistence: Percent of Students Passing Courses (D or Higher) by Division</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>		<b>FY2022</b>
Agriculture	96%	96%	96%	96%	96%	96%	93%		96%
Allied Health	91%	91%	92%	95%	93%	92%	95%		91%
Business	81%	82%	82%	83%	82%	83%	82%		86%
Humanities	74%	75%	78%	78%	78%	77%	82%		78%
Math & Science	78%	79%	81%	82%	82%	80%	84%		80%
Social Science & Education	81%	83%	83%	84%	85%	85%	88%		86%
Technology	89%	89%	88%	90%	92%	89%	90%		88%
Total Overall	82%	83%	84%	85%	85%	84%	88%		85%
<b>Persistence: Successful Course Completion by Course Type (C or Higher)</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>		<b>FY2022</b>
Online/Hybrid	71%	73%	74%	74%	77%	77%	79%		78%
Face to Face	79%	81%	83%	84%	83%	83%	90%		84%
<b>Persistence: Percent of students passing courses by course type (D or Higher)</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>		<b>FY2022</b>
Online/Hybrid	76%	78%	79%	78%	81%	81%	83%		82%
Face to Face	84%	85%	87%	88%	87%	87%	91%		88%
<b>Graduate: Number of Completers (Duplicated) for Fiscal Year, Excluding DOC</b>									
<b>Graduates by Degree Type</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2022</b>
AA	144	109	253	194	278	270	300	300	235
AES	7	4	5	8	0	5	5	5	7
AS*	233	200	50	165	72	51	53	53	56
AAS	389	358	367	375	397	346	321	321	336
ALS	38	39	37	35	37	35	23	23	19
CRT	489	436	571	530	509	353	359	359	439
Total degrees	1,300	1,146	1,283	1,307	1,293	1,060	1,061	1,061	1,092
Total Grads	1,058	975	1,060	1,105	1,045	888	883	883	893
Note in FY2017 there was a shift in the classification of AS to AA degrees.									

Yellow Highlights=New Numbers

Red=Results do not meet or exceed goals

7/26/2022

Goal 2: Fulfill evolving and emerging education and training needs									
Metric	Baseline	FY2016 Outcome	FY2017 Outcome	FY2018 Outcome	FY2019 Outcome	FY2020 Outcome	FY2021 Outcome	FY2022 Outcome	Outcome
<b>FTE Growth for All Students</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>ESTIMATED FY2021</b>	<b>FY2022</b>	
Total Reimbursable FTE	6,315.3	6,067.5	5,751.5	5,390.3	5,516.2	5,239.9	3066.92*	Data not available until October 2022	
DOC Reimbursable FTE	1,737.2	1,703.2	1,511.4	1,453.0	1,698.0	1,738.9	206.3*		
College Reimbursable FTE (non-DOC)	4,578.1	4,364.2	4,240.0	3,937.4	3,818.2	3,500.9	2860*		
<b>Graduates who Transfer (Excludes DOC)</b>	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>
Total graduates	1,211	1,070	975	1,062	1,105	1,052	888	883	Data not available until spring 2023.
Total Percent									
Number of Transfer Program Grads	404	389	311	302	367	344	312	313	
Percent that Transfer	66%	66.3%	67.8%	71.20%	67.3%	75.6%	69.9%	67.7%	
Number of Career/Tech Program Grads	807	681	664	760	738	708	576	570	
Percent of Career/Tech that Transfer	16%	11.6%	16.9%	15.90%	9.5%	15.0%	16.7%	18.1%	
Total Graduates									
Percent Transfer to a Four Year Institution	35%	30.0%	30.0%	29.0%	27.3%	32.4%	34.3%	33.3%	
Percent Transfer to a Two Year Institution	5%	2.0%	3.0%	3.0%	1.4%	2.4%	1.0%	2.4%	
Total Percent of Graduates who Transfer	40%	32.0%	33.0%	31.0%	28.7%	34.8%	35.4%	35.7%	
<b>Partnerships</b>		<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>
As a result of my work based learning experience, I have a better understanding of concepts, theories, and skills in my program of study.	% of students strongly agree	51.0%	51.0%	50.2%	55.8%	50.6%	55.6%	Was not dissmentiated due to COVID	Was not dissmentiated due to COVID and COVID testing
How valuable was your work based learning experience in providing additional experience beyond the classroom?	% of students find great value	50.0%	50.0%	47.5%	51.4%	46.0%	50.2%	Was not dissmentiated due to COVID	Was not dissmentiated due to COVID and COVID testing
<b>Cohort Graduates Transfer and Graduate within 200% after leaving LLC (excludes DOC)</b>	<b>FY2011 Grads</b>	<b>FY2012 Grads</b>	<b>FY2013 Grads</b>	<b>FY2014 Grads</b>	<b>FY2015 Grads</b>	<b>FY2016 Grads</b>	<b>FY2017 Grads</b>	<b>FY2018 Grads</b>	
Total Graduates	930	944	882	1,211	1,070	975	1,062		
Total graduates with transfer degree	334	330	318	404	389	311	302		
Percent of graduates with transfer degree	36%	35.0%	36.1%	33.4%	36.4%	31.9%	28.4%		
Percent of transfer grads that transfer to another institution	78%	94.8%	68.6%	72.0%	77.6%	77.5%	81.8%		
Percent of transfer grads that transfer and graduate from transfer institution	63%	54.5%	53%	58.2%	62.5%	60.5%	67.5%		
Total graduates with CTE associate degree	596	614	564	807	681	664	760		
Percent of graduates with CTE degree	64.1%	65.0%	63.9%	66.6%	63.6%	68.1%	71.6%		
Percent of CTE Program Grads that transfer to another institution	24.8%	26.9%	24.6%	31.0%	25.6%	30.6%	24.7%		
Percent of CTE grads that transfer and graduate from transfer institution	10.9%	9.9%	11.0%	16.6%	11.7%	15.8%	13.9%	Data not available until October 2022	

\*Numbers are based on estimates. Information has not been finalized with ICCB.

Text Color Codes:

Yellow Highlights = New Numbers

Purple = Preliminary Figures

Red = Results do not meet or exceed goals

Goal 3: Commit to quality, access, and affordability									
Metric	Baseline	FY2016 Outcome	FY2017 Outcome	FY2018 Outcome	FY2019 Outcome	FY2020 Outcome	FY2021 Outcome	FY2022 Outcome	FY2023 Outcome
<b>Tuition and Fees</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>FY2022</b>
Tuition and Fees Cost less book rental	\$105.00	\$105.00	\$116.00	\$121.70	\$125.70	\$125.67	\$130.67	\$130.67	Data not available from ICCB yet.
LLC Rank of all 39 Community Colleges Districts	tied for 30th	31st of 39	31st of 39	34th of 39	33rd of 39	35th of 39	35th of 39	37th of 39	
<b>Market Penetration</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Percent of In District High School Graduates enrolled at Lake Land the fall following High School Graduation	34.6%	38.6%	40.2%	35%	34%	35%	34%	30%	Data not available until October 2022.
College Attendance of Recent High School Graduates:									
Percent Attending Lake Land	60.0%	56.0%	62.0%	61%	54%	54%	55%	52%	
Percent Attending Other in State Colleges	26.0%	32.0%	25.0%	25%	25%	34%	30%	33%	
Percent attending out of state colleges	14.0%	12.0%	14.0%	14%	21%	13%	15%	15%	
<b>Cost/FTE</b>	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>
Audited Operations Expenses (Funds 1 & 2 Less DOC)	\$38,460,164	\$40,147,222	\$42,964,073	\$ 44,017,995	\$ 43,130,668	\$ 45,524,623	\$ 57,495,132	\$ 48,623,044	Data not available from audit yet.
Audited Operations SURS Contribution pass through AND Retiree Health Insurance	\$8,711,368	\$10,090,935	\$11,679,457	\$ 15,331,267	\$ 15,953,963	\$ 15,792,383	\$ 21,659,490	\$ 20,436,721	Data not available from audit yet.
Total Audited Operations Expenses Less SURS Pass Through	\$29,748,796	\$30,056,287	\$31,284,616	\$ 28,686,728	\$ 27,176,705	\$ 29,732,240	\$ 35,835,642	\$ 28,186,323	Data not available from ICCB yet.
Annual Reimbursable FTE Less DOC	5,187.0	4,578.1	4,364.2	4,240.1	3,937.4	3,818.2	3,500.9	2,860.6	Data not available from audit yet.
Total FTE <sup>1</sup>	7,294.0	6,657.0	6,378.0	6,057.0	5,667.0	5,776.0	5,487.0	3,279.0	Data not available from ICCB yet.
Per Capita Costs <sup>2</sup>		\$363.72	\$353.42	\$412.08	\$442.76	\$463.98	Data not available from ICCB yet.	Data not available from ICCB yet.	Data not available from ICCB yet.
Cost/FTE (where LLC falls compared to all other CC in IL)*	38th of 39	37th of 39	38th of 39	36th of 39	37th of 39	37th of 39	Data not available from ICCB yet.	Data not available from ICCB yet.	Data not available from ICCB yet.
<sup>1</sup> Total FTE is defined by ICCB and is pulled from ICCB's annual historical tables and includes both reimbursable and non-reimbursable credit hours. This FTE will not necessarily match FTE provided under Goal 2.									
<sup>2</sup> Per capita costs means cost per student.									
<a href="http://www2.iccb.org/data/studies-reports/historical-tables/">http://www2.iccb.org/data/studies-reports/historical-tables/</a>									

Text Color Codes:

Yellow Highlights = new numbers

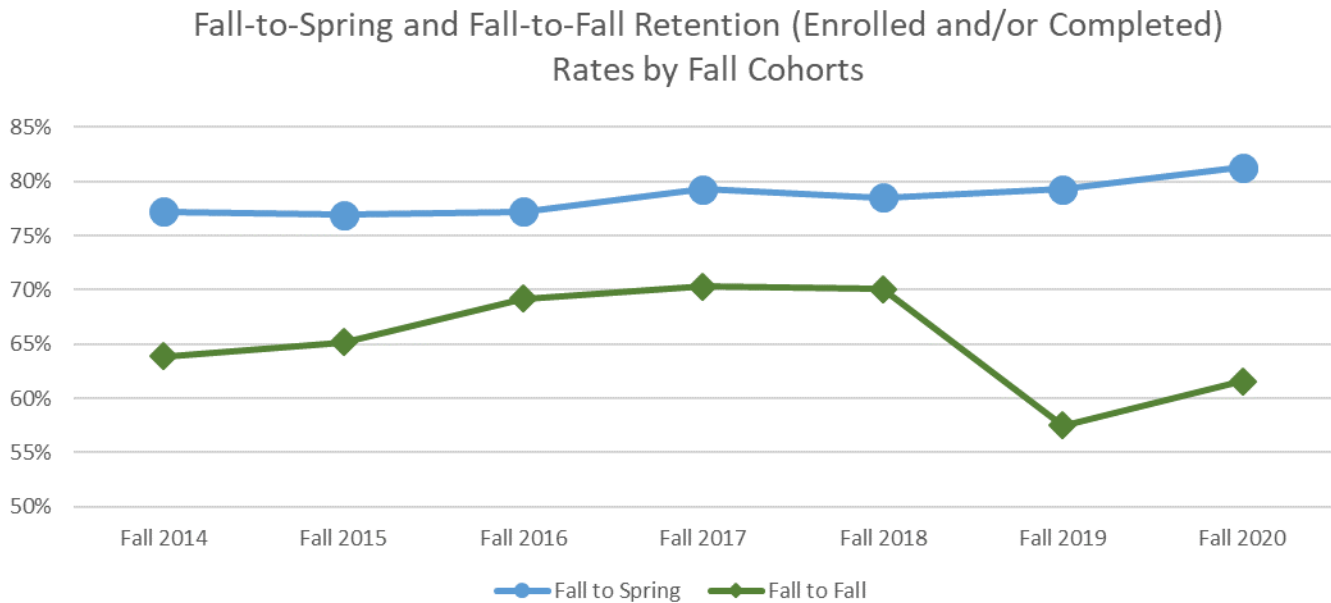
Purple = Preliminary Figures

Red = Results do not meet or exceed goals

## Institutional Key Performance Indicators

### Goal 1: Advance Student Success

#### Outcome: Retention (Enrolled &/or Completed) for all Degree Seeking Students



**Definition: Retention** rates represent the proportion of each cohort that continues enrollment and/or have completed a degree from fall to the following spring and/or the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall semester. Students are considered retained if they are enrolled in the following semester and/or have completed a degree. Each year a handful of students complete a degree in fall or spring yet continue to enroll at Lake Land the following term with one or more courses. Dual credit and DOC students are excluded from this measure.

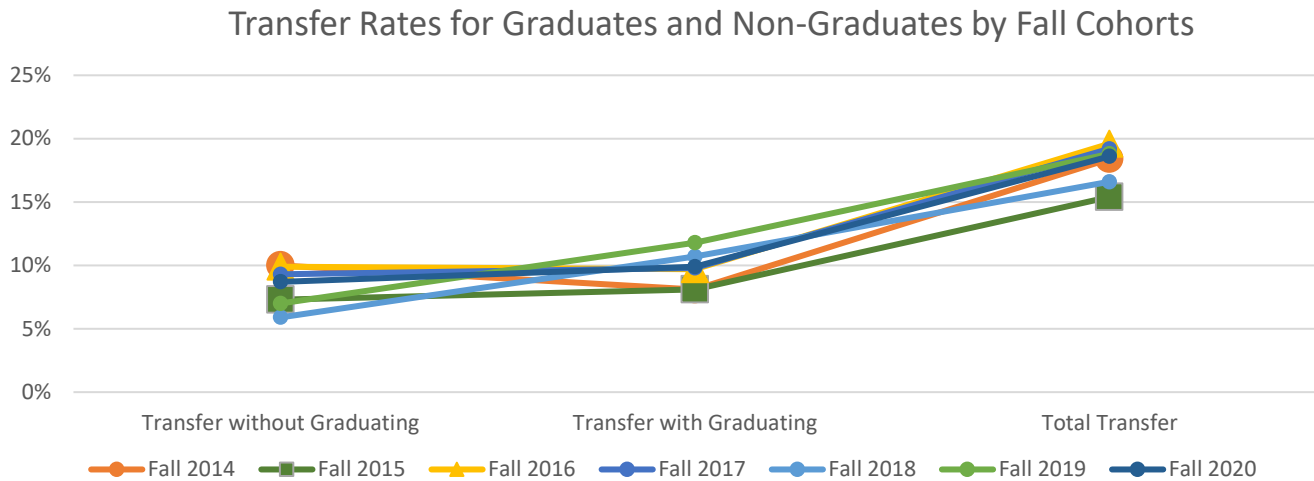
**Explanation:** The spring retention rate for degree seeking students enrolled in the fall term ranges between 77% and 79%. The fall-to-fall retention rates have increased about 5% between the fall 2015 cohort (65%) and fall 2018 cohort (70%) but have decreased to 58% for fall 2019 and to 62% for fall 2020 cohorts. While the fall to spring retention rates have remained fairly steady the fall to fall retention rates dropped by 12% for the fall 2019 cohort and increased by only 4% for the fall 2020 cohort. The COVID pandemic hit the campus at midterm during spring 2020 and continued through this reporting period. This may account for some of the decrease in retention for the fall 2019 and 2020 cohorts.

**Lake Land College Goal:** Lake Land used retention data from the past four years to establish its retention goal. Lake Land's fall-to-spring retention goal is to meet or exceed 76.3%, and its fall-to-fall retention goal is to meet or exceed 67.9%.

**Source:** Tableau Reports.

## Goal 1: Advance Student Success

### Outcome: Transfer Rates for Graduates and Non-Graduates by Fall Cohorts



**Definition:** Transfer rates represent the proportion of each fall degree seeking cohort that transfers to another two- or four-year college or university by the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in the fall semester. Students can transfer after graduating with a degree from Lake Land or transfer without graduating. Both graduates and non-graduates who transfer are reported in the graph above along with a total percentage of students who transfer. Dual credit and DOC students are excluded.

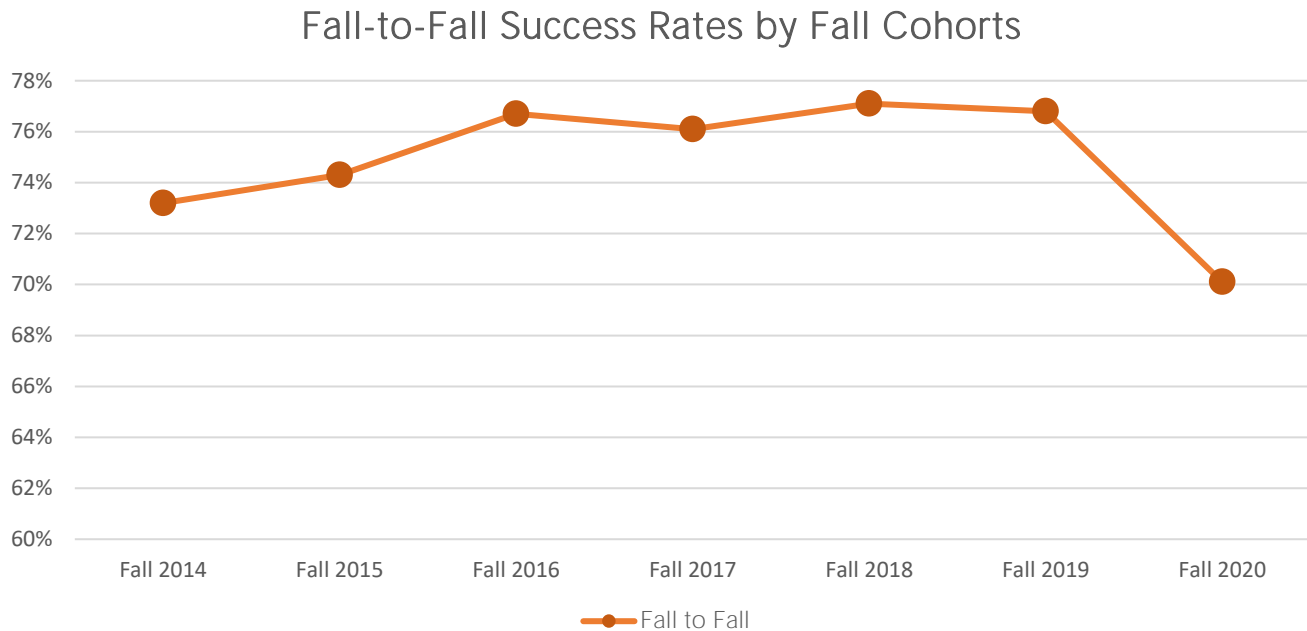
**Explanation:** It appears that around 6% to 10% of degree seeking students at Lake Land College transfer to another institution before graduating and around 8% to 12% transfer after graduating from Lake Land. On average, around 8% of degree seekers transfer before graduating and 10% transfer after graduating. Overall, an average of 18% of degree seeking students transfer by the following fall.

**Lake Land College Goal:** Lake Land's transfer goal is to have an average of 18.2% of its degree seeking students to transfer to another institution with or without graduating.

**Source:** Tableau Reports and transfer information from the National Student Clearinghouse (NSC).

## Goal 1: Advance Student Success

### Outcome: Overall Success Rates by Fall Cohorts



**Definition:** Overall success rates represent the proportion of each degree seeking fall cohort that continues enrollment, and/or graduates, and or transfers to another institution from fall to the following fall. In this case, the fall cohort is defined as all degree seeking students enrolled in fall semester. Students are considered successful if they are enrolled in the following semester and/or have completed a degree and/or have transferred to another institution. Dual credit and DOC students are excluded.

**Explanation:** The fall-to-fall success rates range between 70% and 77% and has seen a fairly steady increase between the fall 2014 and fall 2019 cohorts. However, the success rate for the fall 2020 cohort dropped to only 70%, which is down 7% from the previous two cohorts. The fall 2020 cohort took the vast majority of their classes completely online due to the COVID pandemic.

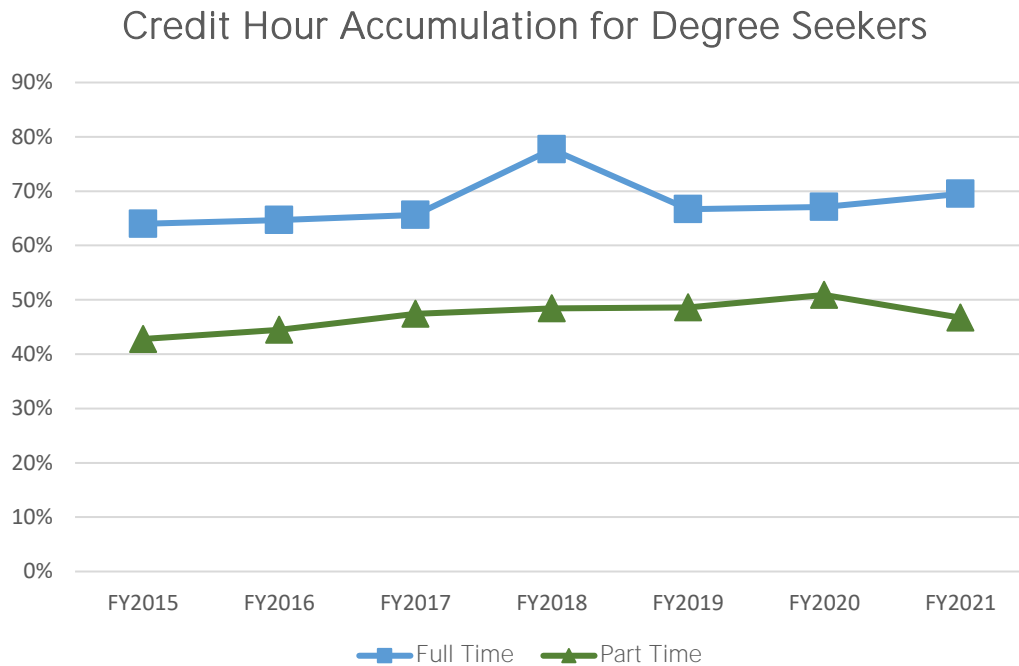
**Lake Land College Goal:** National or state averages related to success for any degree seeker are not available. All data that could be found focused on first-time degree seekers. As a result, Lake Land averaged its success rate across four fall term degree seeking cohorts. Lake Land's goal is to meet or exceed a 75.1% success rate. In other words, at least 75% of degree seeking students enrolled in a fall term will enroll, graduate, or transfer to another college by the following fall term.

**Sources:** Tableau Reports, Graduation reports by term and NSC data.



## Goal 1: Advance Student Success

### Outcome: Credit Hour Accumulation for Degree Seekers



**Definition:** Credit hour accumulation involves the number of completed credit hours accumulated over one academic year. The graph represents the percentage of full-time degree seekers completing 24 or more credit hours and the percentage of part-time degree seekers completing 12 or more credit hours over an academic year. Full- and part-time status are identified by the number of credit hours in which a student is enrolled during the fall term. Dual and DOC students are excluded.

**Explanation:** Between FY2015 and FY2021, a range of 64% to 78%, an average of 68% of full-time degree seekers accumulated 24 or more credit hours during the academic year. On average 47% of part-time degree seekers accumulated 12 or more credit hours over an academic year. Between FY2015 and FY2020 part-time degree seekers saw a steady increase in the percentage completing 12 or more credit hours. In FY2015 43% of part-time degree seekers accumulated 12 or more credit hours, and this percentage increased to 48% in FY2018 and 51% in FY2020 but dropped to 46.7% in FY2021.

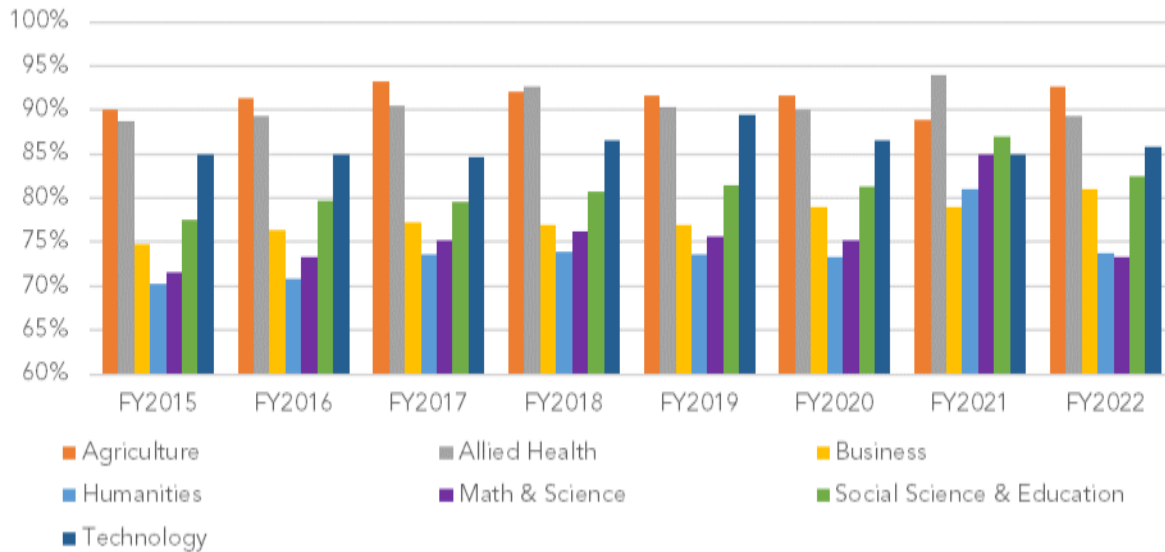
**Lake Land College Goal:** According to Complete College America, only 12% of first-time, full-time students complete 24 or more credit hours and 22% of part-time students complete 12 or more credit hours annually. The Illinois community college credit accumulation average for full-time students completing 24 or more hours is 30.5% and 25.4% of part-time students complete 12 or more hours in an academic year. This goal was established by averaging the previous four years of credit hour accumulation. Lake Land's goal is to have 74.8% or more of full-time students complete 24 or more and 34.1% of part-time students complete 12 or more credit hours.

**Source:** A1 and Tableau Reports

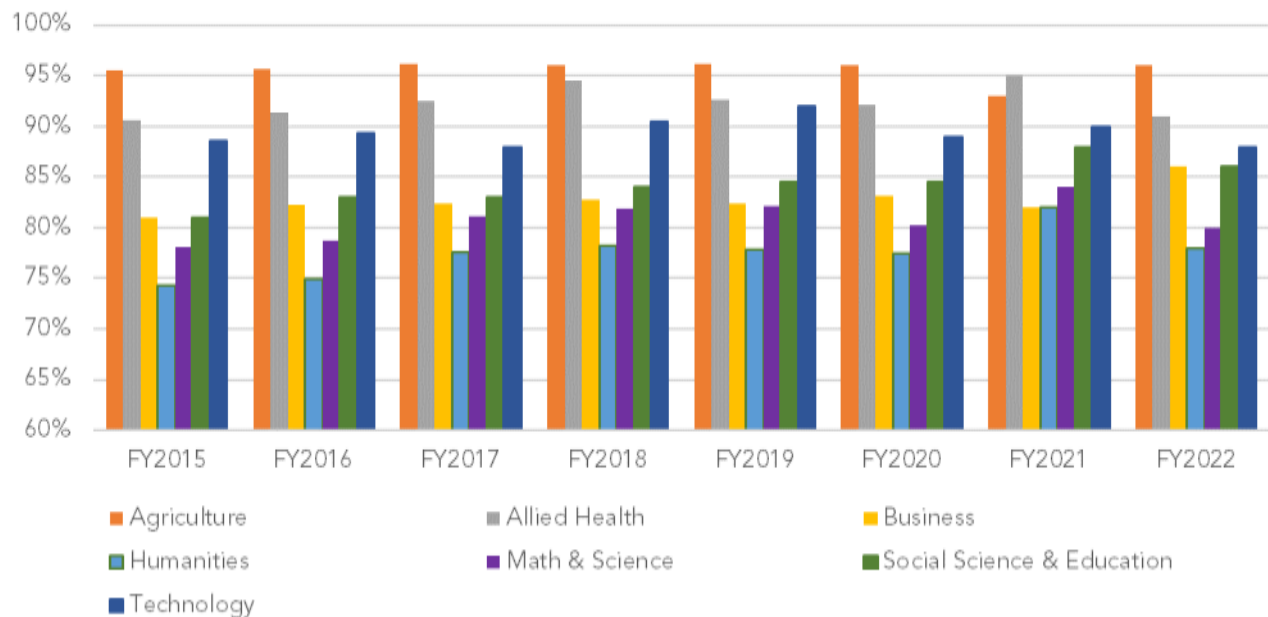
## Goal 1: Advance Student Success

### Outcome: Successful Course Completion

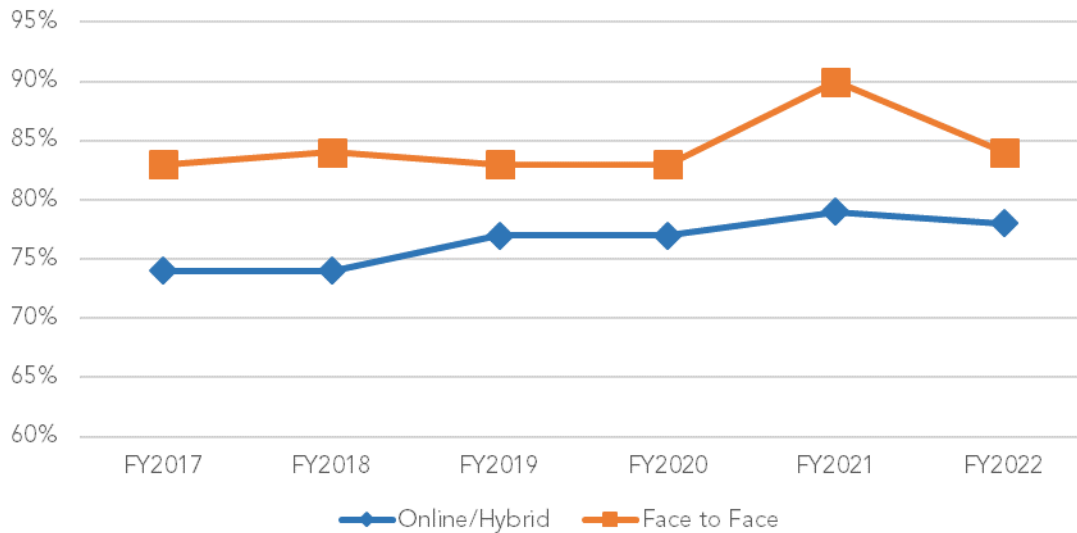
**Percent of Successful Course Completion by Division**



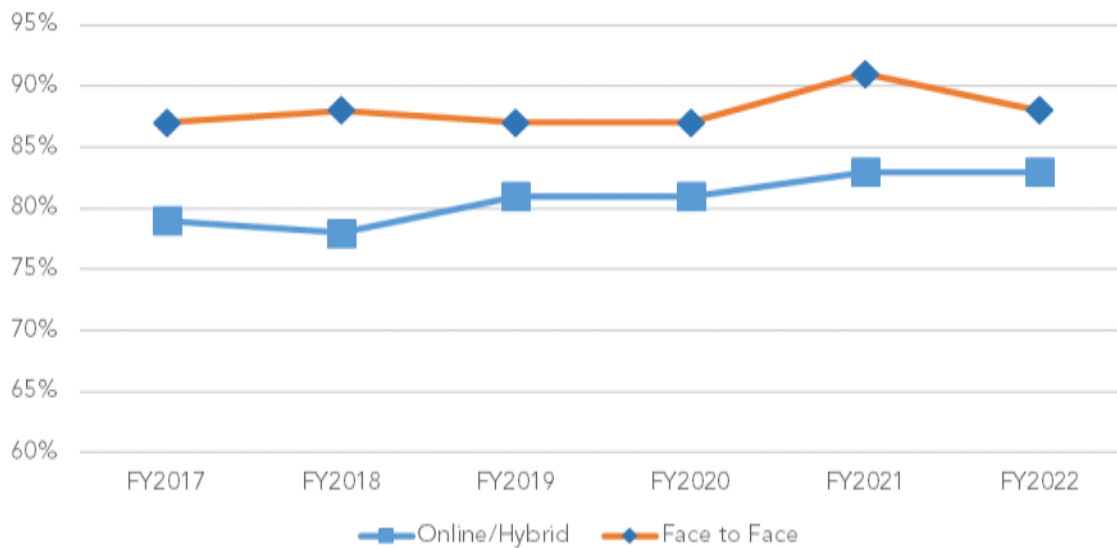
**Percent of Students Passing Courses by Division**



### Percent of Successful Course Completion by Course Type



### Percent of Students Passing Courses by Course Type



**Definition: Successful course completion** involves completing a course with an A, B, or C. The first graph represents the percentage of students who **successfully** complete courses by division and fiscal year. The third graph represents the percent of students **successfully** completing face-to-face and online courses by fiscal year. **Passing courses** involves students completing a course with a passing grade of A, B, C, or D. The second graph presents the percent of students completing courses with a **passing grade** and the fourth graph reports the percent of students completing online and face-to-face courses with **a passing grade**. Dual

and DOC students are excluded. Due to the COVID pandemic, the College allowed students to convert grades from A, B, or C to a P for pass and Ds and Fs to a W. As a result, these analyses were updated to include Ps as successful course completions and passing for all reporting years, which has changed some of the percentages slightly.

**Explanation:** While the successful course completion varies quite a bit among the divisions, it remains very steady within each division. Agriculture, Allied Health, and Technology divisions have the highest successful course completion rates across the college. Allied Health's course completion rates range between 89% and 94%. Agriculture's successful course completion rates range between 90% and 93% while Technology's course persistence hovers between 85% and 89%. Social Science and Education ranges between 78% and 87%. Social Science and Education, Humanities and Math & Science course completion increased between FY2020 and FY2021. The Humanities, Math and Science, and Business divisions have fairly similar successful completion rates which range between 70% and 85%. The percent of students passing courses mimics the results of successful course completion. These percentages are slightly higher for each division since it includes students receiving a passing grade of an A, B, C, or D. Including D's as a grade increases the course completion rates by 2% to 3% for each division. Humanities, Math and Science and the Social Science and Education divisions saw slight increases (approximately 4%) in FY21. The Agriculture Division and Business divisions experienced increases in passing rates in FY22.

Successful course completion for face-to-face courses averages around 85%. Online/hybrid courses average around 77%. When examining the percent of students passing courses, the results mimic the percentages of students successfully completing courses. Again, the percentage for both online/hybrid and face-to-face students with a passing grade is around 4% higher than the percentages of students successfully completing courses. Several factors may play into the difference between online/hybrid and face-to-face courses. A few potential reasons could include the following: student engagement or feeling connected to the instructor or fellow students in online courses may be difficult, students with developmental course needs taking online classes, and students may be unprepared for online courses (i.e., new to online courses, struggle with the technology, access to Internet and computers, etc.).

**Lake Land College Goal:** According to the Community College Research Center, completion rates for online courses tend to be lower than completion for face-to-face courses by around 5.5% in one state and 12.7% in another state.<sup>1</sup> Course completion rates for students taking all online courses were even lower in these states (8.2% and 14.7% lower respectively than students taking face-to-face courses). Using the past two years of data available, Lake Land's goal is to have 74% or more of its students successfully complete courses and 79% of its students successfully pass courses.

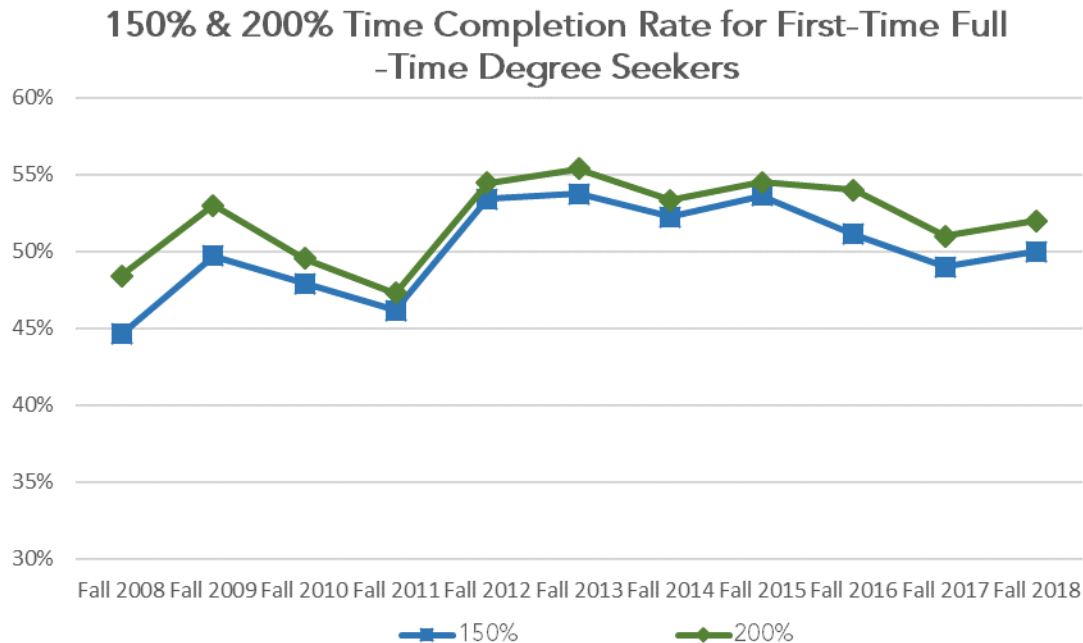
**Source:** Course Persistence & Tableau Reports

---

<sup>1</sup> Jaggars, Edgecombe, & Stacey, (2013). *What we know about online course outcomes*. Community College Research Center.

## Goal 1: Advance Student Success

### Outcome: Completion Rates for First-Time, Full-Time Degree Seekers



**Definition:** Completion rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. A full-time cohort consists of all first-time, full-time degree or certificate seeking students enrolling in college for the first time after high school in a fall semester. A full-time student is enrolled in 12 or more credit hours in the first fall term. Dual and DOC students are excluded from this measure.

**Explanation:** Between fall 2008 and fall 2018, first-time, full-time degree seekers at Lake Land average a 50% completion rate at 150% time and a 52% completion rate at 200% time. This is well above the national average for community colleges (23.5% and 29.2% respectively). Completion rates range between 45% and 54% at 150% time and 48% and 55% at 200% time.

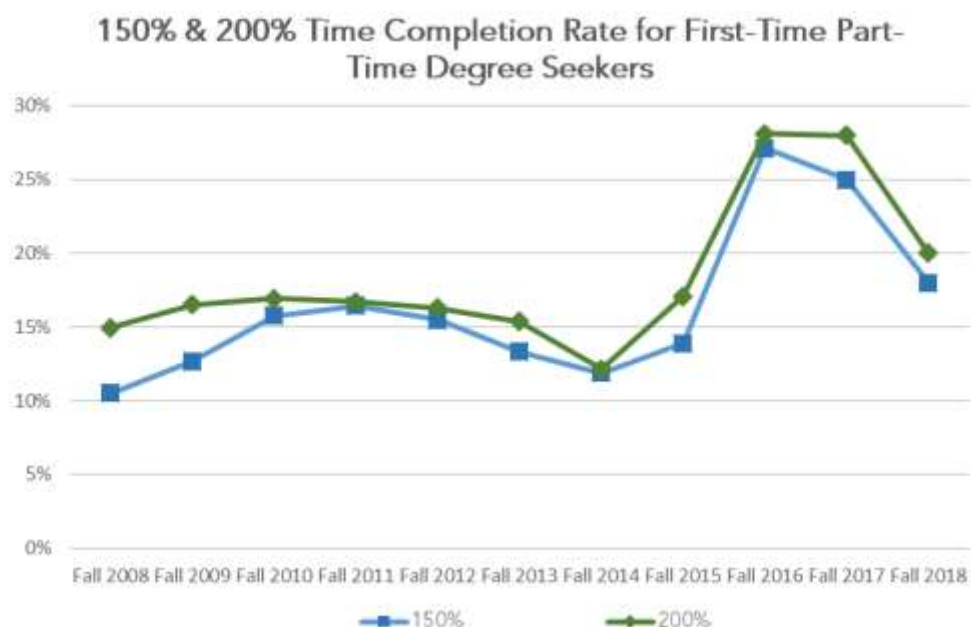
**Lake Land College Goal:** According to the American Association of Community Colleges (AACC), completion rates for first-time, full-time students average 23.5% at 150% time and 29.0% at 200% time.<sup>2</sup> Using data compiled across the past four years, Lake Land identified that on average 50% of first-time full-time students complete a degree within 150% time and 52% complete within 200% time. Lake Land's goal is to meet or exceed these percentages for first-time, full-time students.

**Source:** Institutional Research Retention Reports

<sup>2</sup> Trends in Community College Enrollment and Completion Data. (2017). American Association of Community Colleges.

## Goal 1: Advance Student Success

### Outcome: Completion Rates for First-Time, Part-Time Degree Seekers



**Definition:** Completion rates represent the proportion of each first-time degree seeking student cohort that earns an Associate degree and/or certificate within three years (150%) or four years (200%) of their first fall term enrollment. The part-time cohort consists of all first-time, part-time degree or certificate seeking students enrolling in college for the first time after high school in a fall semester. A part-time student is enrolled in less than 12 credit hours in the first fall term. Dual and DOC students are excluded from this measure.

**Explanation:** First-time, part-time degree seekers at Lake Land average a 16% completion rate at 150% time and an 18% completion rate at 200% time. While rates remain fairly steady between the fall 2009 and 2015 cohorts, marked increases in completion can be seen for the fall 2016 and 2017 cohorts. The fall 2016 cohort had a 27% and 28% completion rate at 150% and 200% time respectively, and the fall 2017 cohort had a 25% and 28% completion rate at 150% and 200% time respectively. These rates drop again for the fall 2018 cohort. According to Campbell and Bombardieri (2017), only 17% of first time part-time students complete a degree within eight years of their first term of at community colleges.<sup>3</sup>

**Lake Land College Goal:** Using data compiled across the past four years, Lake Land identified that on average 15% of first-time, part-time students complete a degree within 150% time and 16% complete within 200% time. Lake Land's goal is to continue to meet or exceed these percentages for first-time, part-time students.

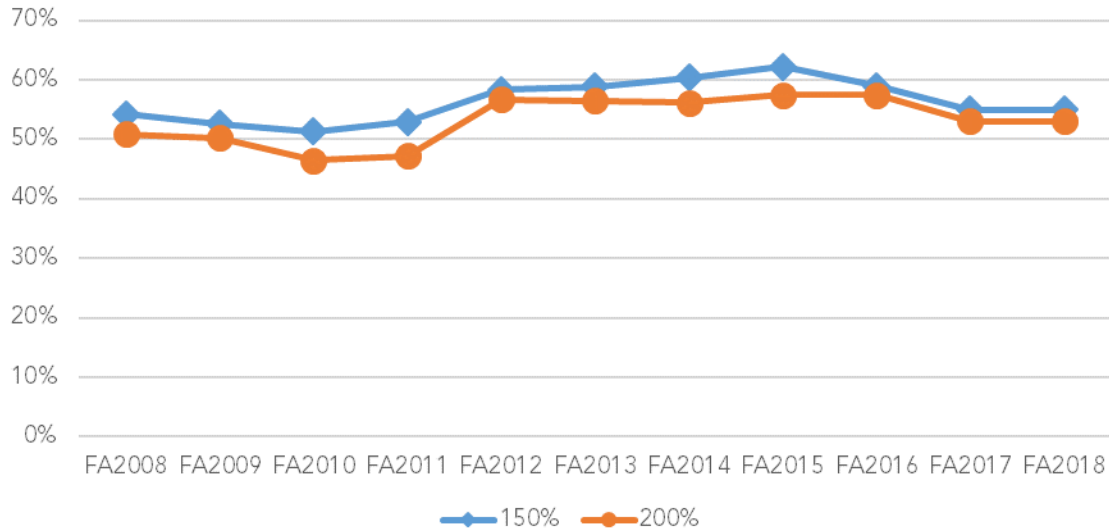
**Source:** Institutional Research Retention Reports

<sup>3</sup> Campbell, C, & Bombardieri, M. (2017). New data highlight how higher education is failing part time students. Center for American Progress. Retrieved from: <https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-highlight-higher-education-failing-part-time-students/>

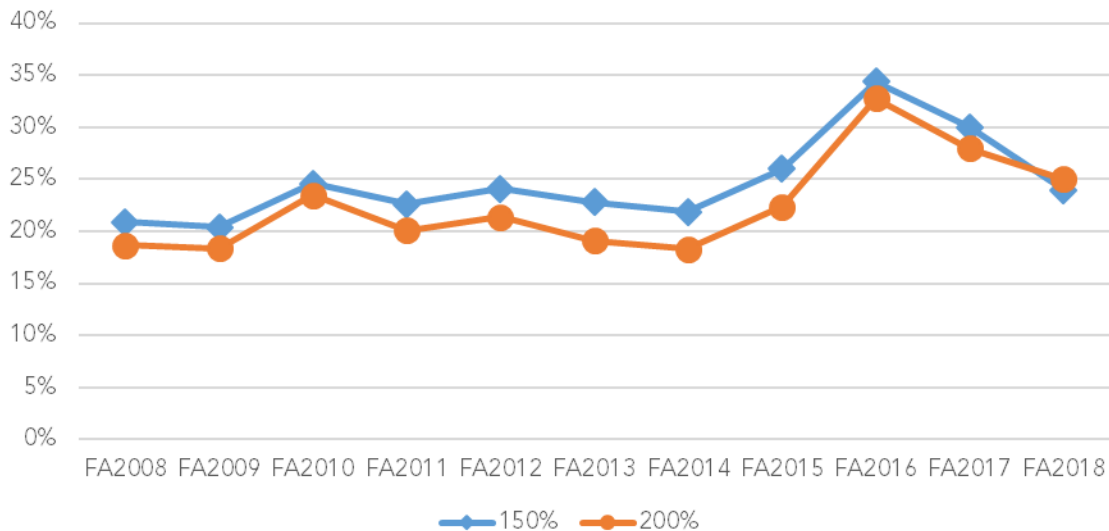
## Goal 1: Advance Student Success

### Outcome: Success Rates for All First-Time Degree Seeking Students

**Success Rates for First-Time Full-Time Degree Seekers at 150% and 200% Time**



**Success Rates for First-Time Part-Time Degree Seekers at 150% and 200% Time**



**Definition:** Success rates represent the proportion of each first-time, degree seeking fall cohort that successfully completes a degree or certificate and/or is still enrolled at 150% (3 years) and 200% (four years) time of enrollment. In this case, the fall cohort is defined as all first-time, full-time or part-time degree seeking students enrolled for the first time in the indicated fall semester. Students are considered successful if they are enrolled and/or graduated within three years (150% time) or four years (200%) of their first semester at Lake Land. Dual and DOC students are excluded from this measure.

**Explanation:** For first-time, full-time degree seekers, the average success rate is around 56% at 150% time and 53% at 200% time. For first-time, part-time degree seekers the average success rate is around 25% at 150% time and 23% at 200% time. While additional students graduate between 150% and 200% time, fewer students tend to be enrolled at 200% time compared to 150% time. This is why the success rates at 200% time may be slightly less than at 150% time for both full- and part-time students.

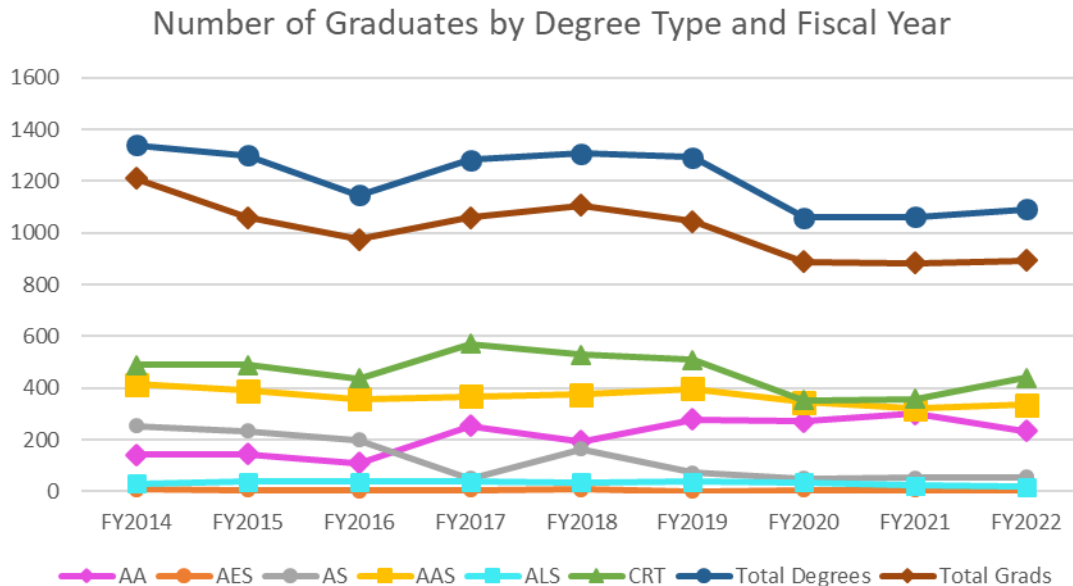
**Lake Land College Goal:** Using data compiled across the past four years, Lake Land identified that on average 55% of first-time, full-time students are successful within 150% time and 52% are successful within 200% time. Around 24% of first-time, part-time students are successful at 150% time and 21% are successful at 200% time. Lake Land's goal is to continue to meet or exceed these percentages for first-time students.

**Source:** Institutional Research Reports



## Goal 1: Advance Student Success

### Outcome: Number of Completers by Degree Type



**Definition:** Number of graduates by degree type provides the number of students who graduated in the fiscal year by type of degree. Students can graduate with more than one degree and/or certificate within a fiscal year so the total number of degrees and graduates is also provided. Thus, the total number of graduates are not necessarily the number of unique graduates. DOC students are excluded from this measure.

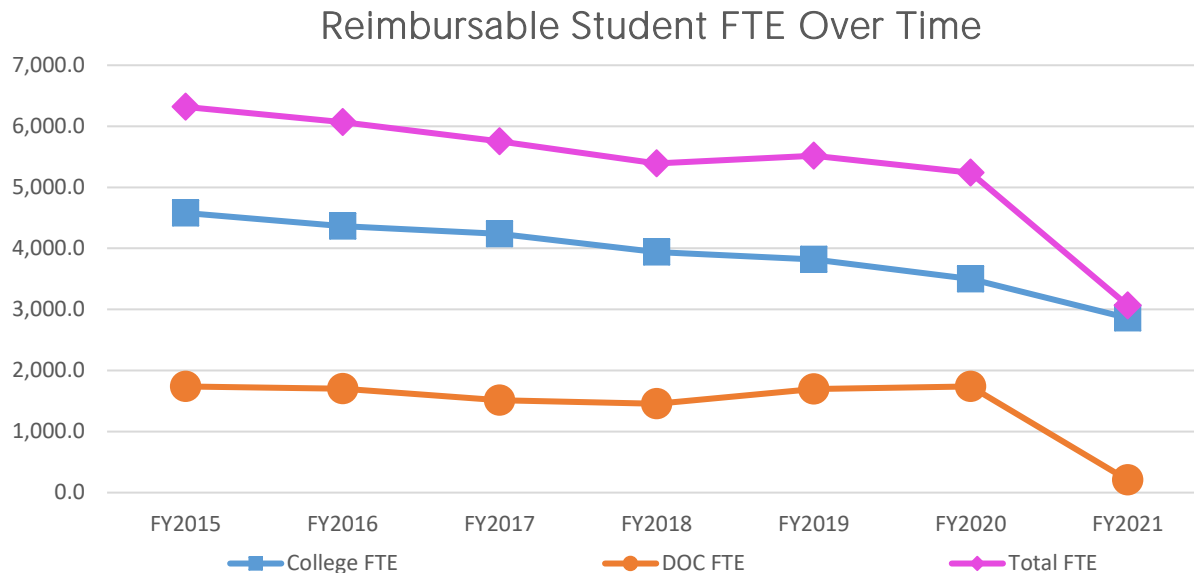
**Explanation:** For the most part, the number of degrees awarded by type have remained fairly steady over time with a few exceptions. Between FY2016 and FY2017, the number of AA degrees has increased and the number of AS degrees has decreased. This is probably due to a change in requirements for AS degrees. AS degrees now require an additional math course. As a result, many of the degrees designated as Associate in Science degrees in FY2016 are now designated as Associate in Arts degrees. The number of graduates as well as the number of degrees and certificates awarded in FY2020 and FY2021 were the lowest number Lake Land College has seen in the past eight years. Two factors, decreasing enrollment and the COVID pandemic starting in March 2020, may have had an impact on these decreases. The number of graduates in FY2022 remained fairly equal to the number from FY2020 and FY2021.

**Lake Land College Goal:** Continue to monitor and track graduates by degree type.

**Source:** Institutional Research Annual Graduate Report

## Goal 2: Fulfill Evolving and Emerging Education and Training Needs

### Outcome: FTE for ALL Students



**Definition:** FTE is the full time equivalency of reimbursable credit hours for the academic year.

**Reimbursable credit hours** - Students included are those certified by instructors as being in attendance at midterm, or have completed the course subsequent to midterm with a passing grade, and who are residents of the state of Illinois, who only repeat courses in accordance with ICCB Rule 1501.507c6. Students completing the course the first time with a grade less than a “C” or withdrew after midterm can be claimed one additional time. **One FTE** is equal to 30 credit hours. FTE is the total number of earned credit hours for summer, fall, and spring terms divided by 30. Annual FTE is different from term FTE. Term FTE is the total credit hours for that *TERM* divided by 15 credit hours. College FTE is calculated based on college degree seeking students, dual credit students, course enrollees and technical training students. DOC FTE is based on credit hours generated by students in any of the DOC sites.

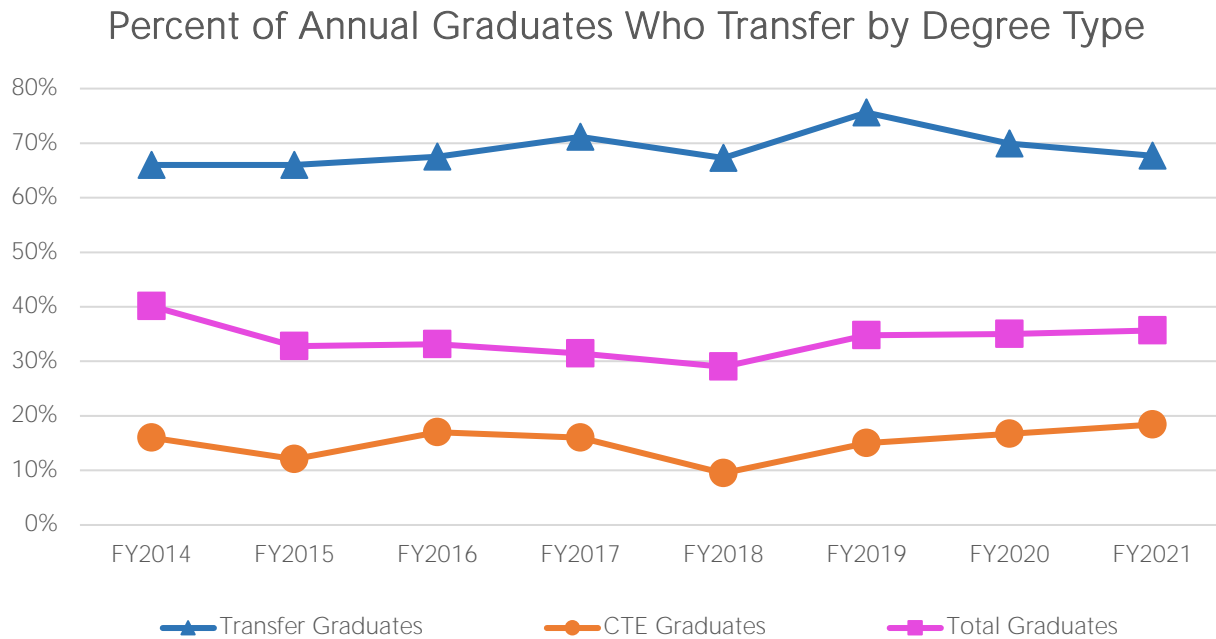
**Explanation:** Total FTE including both college and DOC has steadily declined between FY2015 and FY2018 and increased slightly in FY2019 and decreased again in FY2020 and FY2021. DOC FTE was fairly steady between FY2015 and FY2016, decreased steadily between FY2016 and FY2018, which may, in part, be due to state funding issues. DOC FTE increased slightly between FY2018 and FY2020 but dropped dramatically in FY2021 due to the closure of access to most correctional centers because of the COVID pandemic. Illinois did not have a budget in FY2017 and funding was not available to hire the staff needed to teach classes at many DOC sites. With the help from additional DOC sites, DOC FTE increased in FY2019 and FY2020. College FTE, along with enrollment, has been steadily declining over the past several years.

**Lake Land College Goal:** Lake Land’s goal for annual, reimbursable FTE for all students is to meet or exceed an annual FTE of 5306 which includes both DOC and college FTE.

**Source:** Lake Land College Audits

## Goal 2: Fulfill Evolving and Emerging Education and Training Needs

### Outcome: Annual Graduates Who Transfer by Degree Type



**Definition:** Graduates who transfer is the percent of students graduating in an academic year who transfer to another college/university. The percent of graduates in transfer programs, the percent of graduates in career/technical programs, and the percent of total graduates who transfer are included. DOC students are excluded from this analysis.

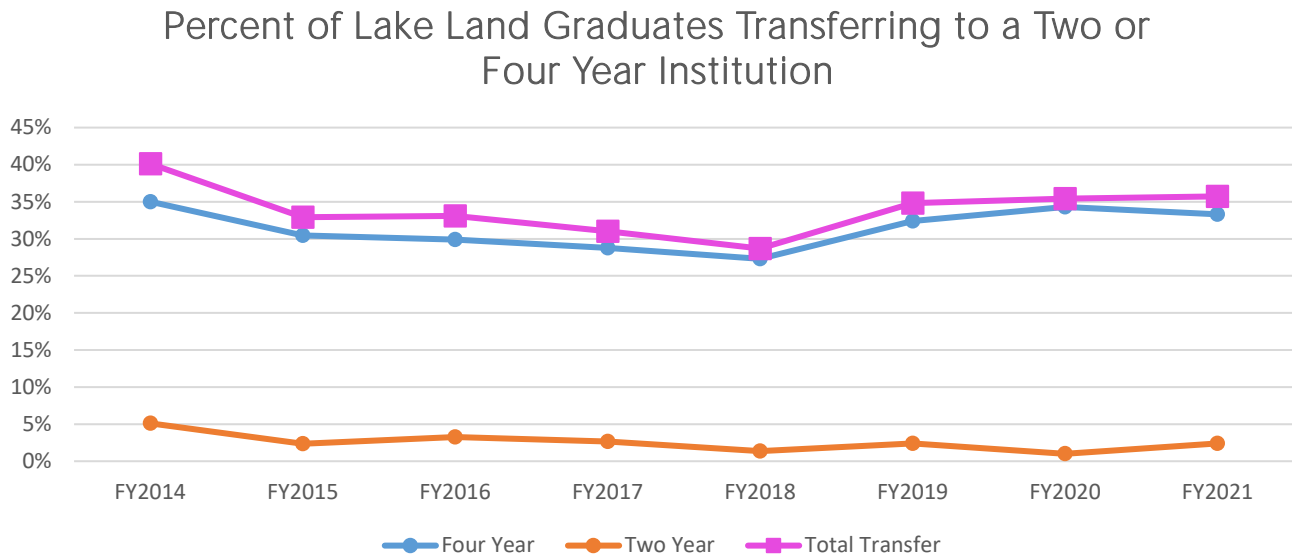
**Explanation:** Transfer rates for students with transfer degrees ranges between 66% and 76% over time while only 9% to 18% of students with CTE degrees transfer. When combined, around a third of all graduates transfer over time. However, one must take into consideration when looking at both transfer and CTE graduates as a whole, the number of CTE graduates is usually at least double the number of transfer graduates. Far fewer CTE graduates transfer and many never intend to transfer to a four-year institution.

**Lake Land College Goal:** Lake Land has averaged the transfer rates for CTE graduates and transfer graduates over the past five years. Lake Land is using these averages to establish transfer rates of its graduates in these types of programs. Lake Land's transfer goals are as follows: 68% or more of transfer graduates will transfer to another institution, 15% or more of CTE graduates will transfer to another institution, and overall 34% or more of Lake Land's graduates will transfer to another institution.

**Source:** XQGD and National Student Clearinghouse.

## Goal 2: Fulfill Evolving and Emerging Education and Training Needs

### Outcome: Annual Graduates Who Transfer by Institution Type



**Definition:** Graduates who transfer by institution type is defined as the percent of students graduating in an academic year who transfer to a four-year or a two-year institution. The percent of graduates transferring to four-year institutions, the percent of graduates transferring to two-year institutions, and the percent of total graduates who transfer are included. DOC students are excluded from this analysis.

**Explanation:** Transfer rates for students transferring to a four-year institution are much higher than that of students transferring to another two-year institution. On average about 31% of graduating students transfer to a four-year institution and only an average of 3% transfer to another two-year institution. Jenkins and Fink (2016) estimate that 33% of community college students transfer to a four-year institution, and 29% transfer after completing a degree or certificate.<sup>4</sup>

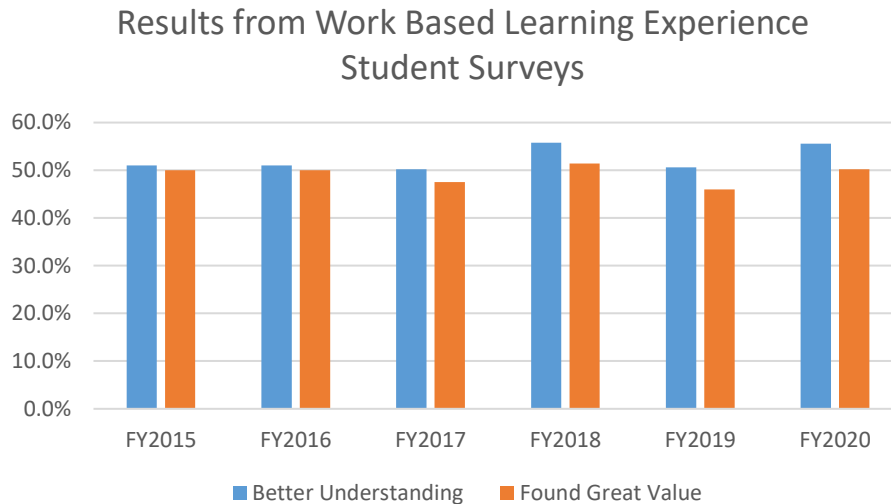
**Lake Land College Goal:** Overall, Lake Land would like to see 34% or more of graduates transfer to another institution with at least 31% or more transferring to a four-year institution and 3% or more transferring to a two-year institution.

**Source:** XQGD and National Student Clearinghouse.

<sup>4</sup> Jenkins, D., & Fink, J. (2016). *Tracking transfer: New measures of institutional and state effectiveness in helping community college students attain bachelor's degrees*. New York, NY: Community College Research Center, Teachers College, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/publications/tracking-transfer-institutional-state-effectiveness.html>

## Goal 2: Fulfill Evolving and Emerging Education and Training Needs

### Outcome: Results from Internship Survey



**Definition:** Every semester program coordinators have students who participate in work based learning experiences/internships complete a survey. The above graph presents the results from two survey questions. Better understanding represents the percent of students who strongly agree with the following statement: As a result of my work based learning experience, I have a better understanding of concepts, theories, and skills in my program of study. Found great value represents the percent of students who responded with find great value to the following question: How valuable was your work based learning experience in providing additional experience beyond the classroom? DOC students are excluded from this analysis.

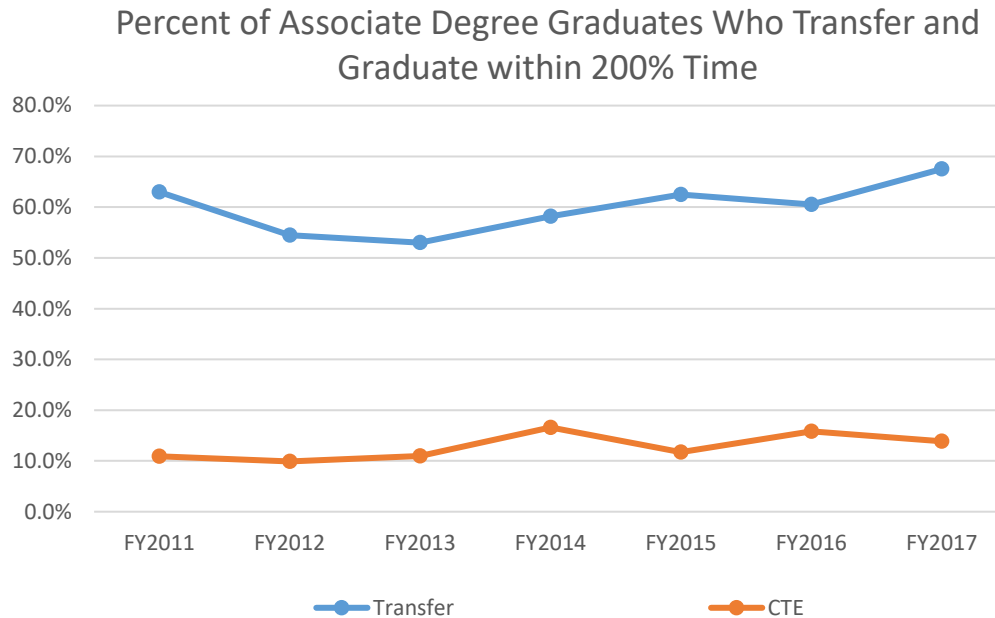
**Explanation:** Fifty to fifty-five percent of students participating in work based learning experiences indicate they have a better understanding of concepts, theories, and skills in their program of study after participating in some kind of occupational experience. Over time, 46% to 51% of students participating in work based learning experiences find great value in these experiences. Data were not collected during FY2021 due to the COVID pandemic and in FY2022 due to pandemic and testing processes at various locations.

**Lake Land College Goal:** Lake Land will continue to survey all students with a work based learning experience. The goal is to continue to see at least 51% or more of students having a better understanding of their concepts, theories, and skills in their program of study and for 49% or more to find great value in their work based learning experience.

**Source:** Work Based Learning Experience Survey.

## Goal 2: Fulfill Evolving and Emerging Education and Training Needs

### Outcome: Associate Degree Graduates who Transfer and Graduate



**Definition:** This outcome involves students who graduate with an associate degree during a fiscal year. These students are tracked to determine if they transfer to another college and complete a degree at the transfer institution within four years of graduating from Lake Land. The completion of degrees at transfer schools may be underreported through the National Student Clearinghouse. Not all of the schools that submit data to the clearinghouse provide graduate data. DOC students and certificate only graduates are excluded from this analysis.

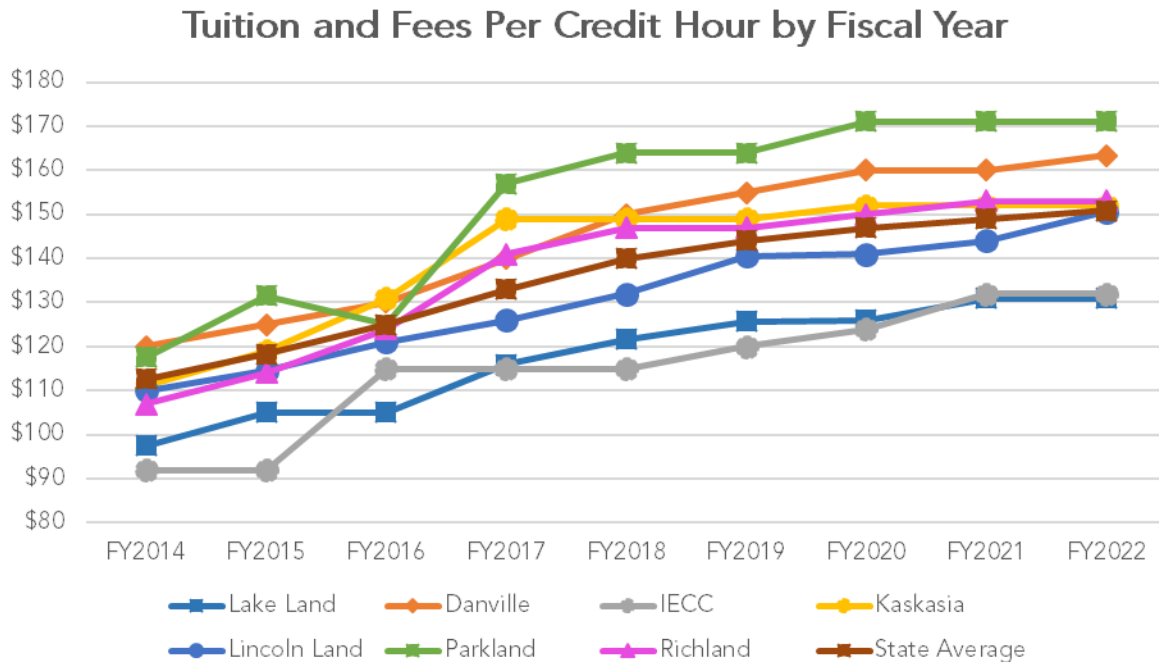
**Explanation:** Within four years of graduating from Lake Land with an associate degree, an average of 60% of students with a transfer degree transfer to another institution and graduate from the transfer college. An average of 13% of Lake Land graduates with a CTE associate degree transfer and graduate with a four year degree within four years of graduating from Lake Land. It is not surprising to see the difference in transfer and graduation rates between transfer and CTE graduates, since, in all likelihood, transfer students plan to seek additional education. However, at least 10% of CTE graduates transfer and graduate with additional degrees.

**Lake Land College Goal:** Lake Land will continue to monitor and track transfer graduation rates for all associate degree graduates. The goal is to see at least 57% or more of transfer graduates to transfer and graduate from their transfer institution within 200% time of transfer, and to see at least 12% or more of its CTE graduates who transfer to graduate from their transfer institution within 200% time.

**Source:** XQGD and National Student Clearinghouse.

### Goal 3: Commit to Quality, Access, and Affordability

#### Outcome: Tuition and Fees



**Definition:** Cost of tuition and fees per credit hour is defined as the amount students pay per credit hour for tuition and fees (minus the cost of book rental for Lake Land College--\$10.30 FY14 through FY16 and \$11.30 for FY17 through FY19 and \$13.42 for FY20) by fiscal year. Lake Land is one of the few community colleges in Illinois that rent textbooks. Students purchase their books at most other colleges.

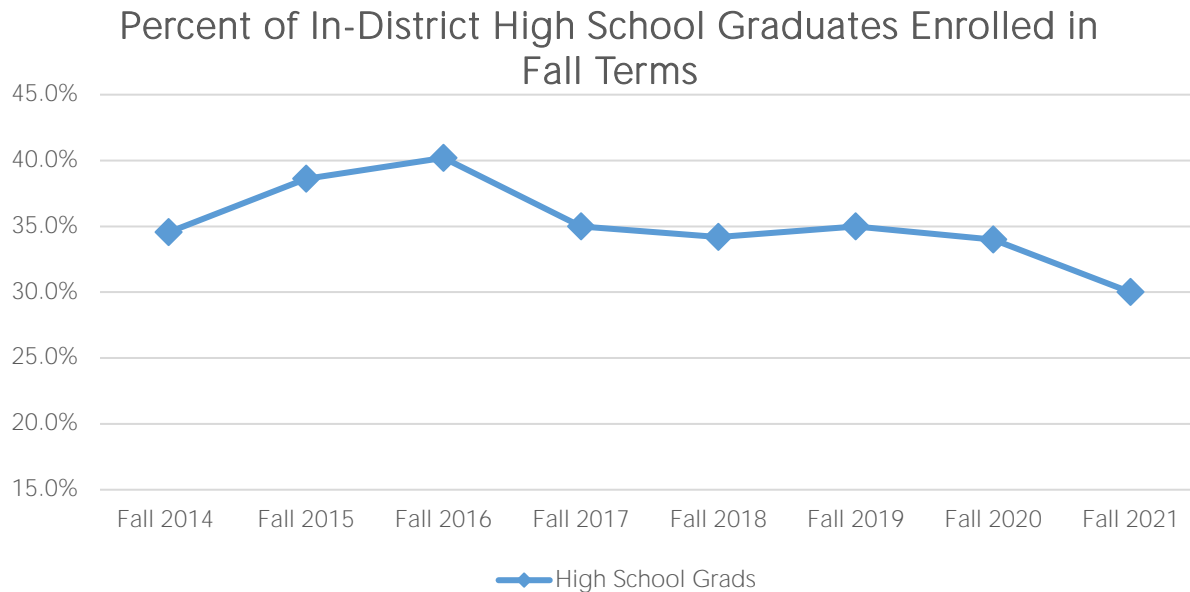
**Explanation:** In FY2016 through FY2021, Lake Land ranked 31<sup>st</sup>, 31<sup>st</sup>, 34<sup>th</sup>, 33<sup>rd</sup>, 35<sup>th</sup> and 35<sup>th</sup> respectively out of 39 community colleges in the state in cost per credit hour. As indicated in the graph, the cost per credit hour for Lake Land across time is lower than tuition and fees at most other community college counterparts in Illinois, and Lake Land's cost is lower than the state average over time.

**Lake Land College Goal:** Maintain a rank between 31<sup>st</sup> and 39<sup>th</sup> for cost of tuition and fees per credit hour when compared to all other community colleges in Illinois.

**Source:** ICCB Financial Data

### Goal 3: Commit to Quality, Access, and Affordability

#### Outcome: Market Penetration In-District High Schools



**Definition:** Market penetration for in-district high school students involves the percent of **total** recent in-district high school graduates enrolled at Lake Land College the fall after high school graduation. This percentage is based on **ALL** high school students graduating the previous spring. For example, the fall 2014 number is based on the total number of in-district high school graduates in spring 2014. Dual and DOC students are excluded from this analysis.

**Explanation:** Enrollment at Lake Land College for recent high school graduates increased between fall 2014 and fall 2016. Enrollment in fall 2017 shows a 5% decrease of the graduating class that remained fairly steady through fall of 2020. Fall of 2021 saw another 4% decline in enrollment of recent in-district high school graduates. According to The Chronicle of Higher Education, this trend will continue. Colleges across the country, including community colleges, have experienced and will continue to experience a decrease in enrollment. The biggest factor for this decline is the declining number of high school graduates. These numbers are expected to continue to decline through the 2029-2030 academic year.<sup>5</sup>

**Lake Land College Goal:** Achieve enrollment of 37% or more of recent in-district high school graduates the fall after high school graduation.

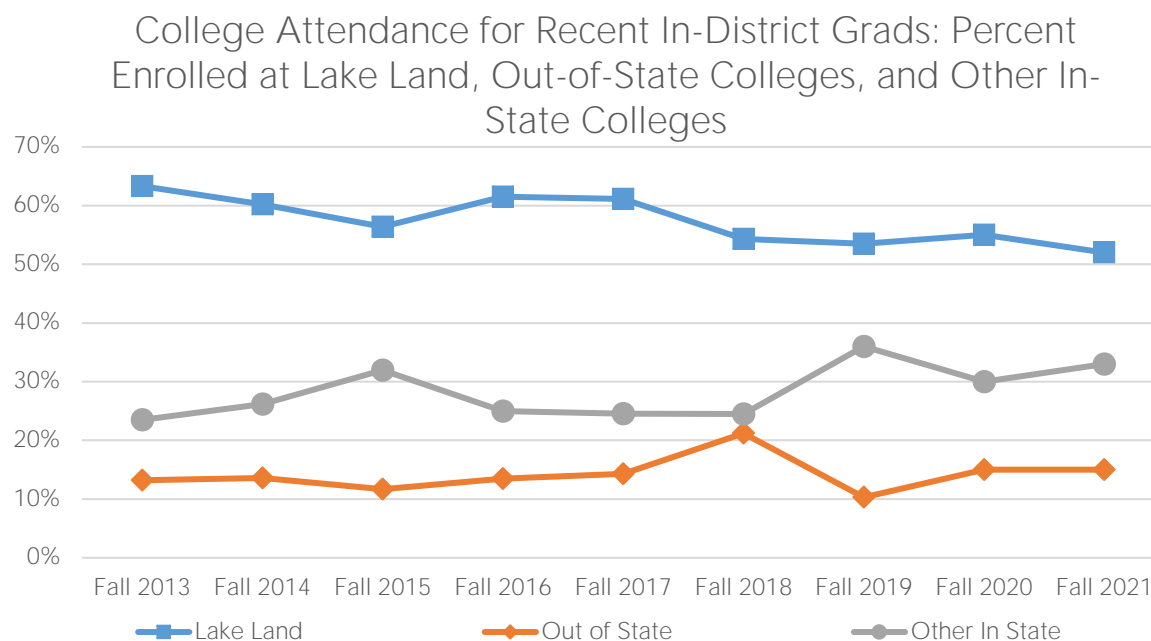
**Source:** Fall 10<sup>th</sup> Day Reports, Enrollment Reports, and U.S. Census Bureau.

<sup>5</sup> The Future of Enrollment: Where Colleges Will Find Their Next Students (2017). The Chronicle of Higher Education.



### Goal 3: Commit to Quality, Access, and Affordability

#### Outcome: Market Penetration: Recent In-District High School Graduates Attending College



**Definition:** Market penetration of recent in-district high school students attending college provides a summary of where college enrollees attend college. For example, based on the number of graduates on high school transcripts, Lake Land College's district had a total of 1,826 students in the 2018 graduating class. Of these students, 1,318 attended college the fall after graduation. This graph focuses on just the 1,318 students attending college and summarizes the percent of these students who enroll at Lake Land, who enroll at other in state colleges, and who enroll at out of state colleges. Dual credit students who have not graduated from high school and DOC students are excluded from this analysis.

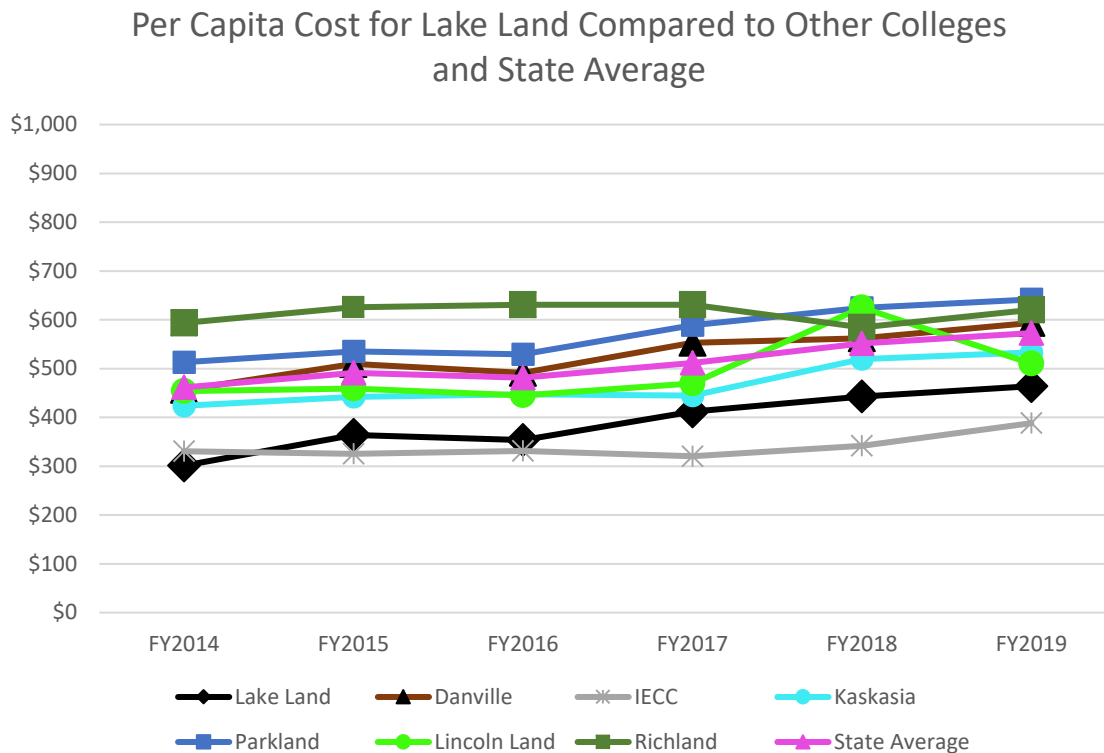
**Explanation:** Of the recent high school graduates attending college, an average of 57% attend Lake Land College. Since fall 2016, Lake Land has seen a 10% decrease in enrollment for this group with a 7% dip in fall 2018. On average 28% of recent high school graduates attend other Illinois colleges. In fall 2015 and 2019, other in state colleges saw an increase in college attendance from this group while fall 2018 experienced a marked increase in out of state college enrollment. Out of state college enrollment jumped from 14.3% in fall 2017 to 21.2% in 2018 and dropped back down to 13% in fall 2019 and jumped back up in Fall 2020 to 15%.

**Lake Land College Goal:** Achieve enrollment of 60% or more of college-bound recent high school graduates enrolling at Lake Land College.

**Source:** National Student Clearinghouse, Enrollment and Tableau reports.

### Goal 3: Commit to Quality, Access, and Affordability

#### Outcome: Per Capita Cost per FTE



**Definition:** Per Capita Cost per FTE is defined as the annual total cost for full-time students enrolled at Lake Land College excluding DOC. This is calculated by using the total of audited operations expenses (Funds 1 and 2 less DOC) minus the SURS contribution pass through divided by the annual FTE less DOC.

**Explanation:** In FY2014 through FY2019, Lake Land ranked 38<sup>th</sup>, 37<sup>th</sup>, 38<sup>th</sup>, 36<sup>th</sup>, 37<sup>th</sup>, and 37<sup>th</sup> respectively out of 39 community colleges in the state in per capita cost per FTE.

**Lake Land College Goal:** Maintain a rank between 31<sup>st</sup> and 39<sup>th</sup> for cost per FTE when compared to all other community colleges in Illinois.

**Source:** ICCB Financial Data and Lake Land College Annual Audit

## Diversity \* Equity \* Inclusion

### Data Points - Updated Fall 2021

#### Ethnicity

Based on Primary Ethnicity

	2017FA	2018FA	2019FA	2020FA	2021FA
Asian	0.90%	0.99%	0.78%	1.04%	1.25%
Black	18.26%	18.43%	17.49%	4.39%	8.43%
Hispanic	6.02%	6.06%	6.56%	3.18%	4.82%
Indian	0.35%	0.39%	0.48%	0.38%	0.42%
Unknown	3.76%	6.41%	4.97%	7.80%	3.72%
White	70.70%	67.72%	69.73%	83.21%	81.37%

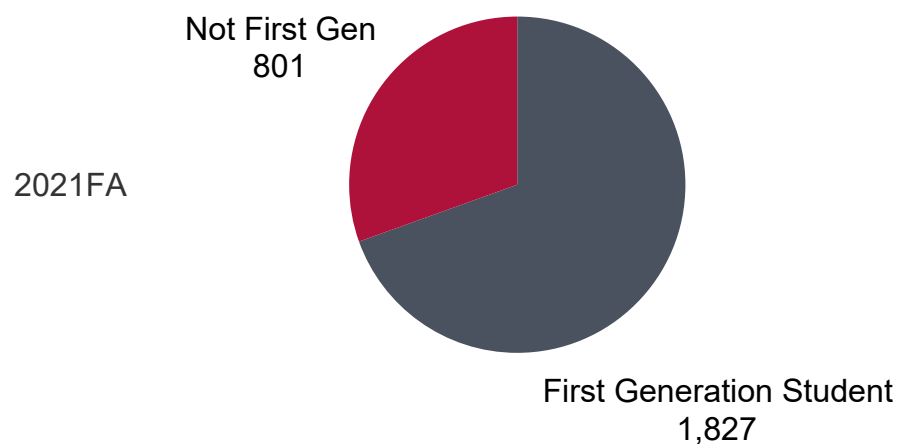
#### Ethnicity

Based on all Ethnic Provided

MINORITY STATUS	2017FA	2018FA	2019FA	2020FA	2021FA
Minority - Non-White	25.53%	25.87%	25.31%	8.99%	14.91%
Unknown Ethnic	3.76%	6.41%	4.97%	7.80%	3.72%
White	70.70%	67.72%	69.73%	83.21%	81.37%

## First Generation Students

---



## Status

	2021FA
First Generation Student	69.52%
Not First Gen	30.48%

## Ethnicity

	2021FA
Minority - Non-White	8.70%
Unknown Ethnic	1.97%
White	89.33%

## Gender

	2021FA
Female	64.97%
Male	35.03%

## Single Parents

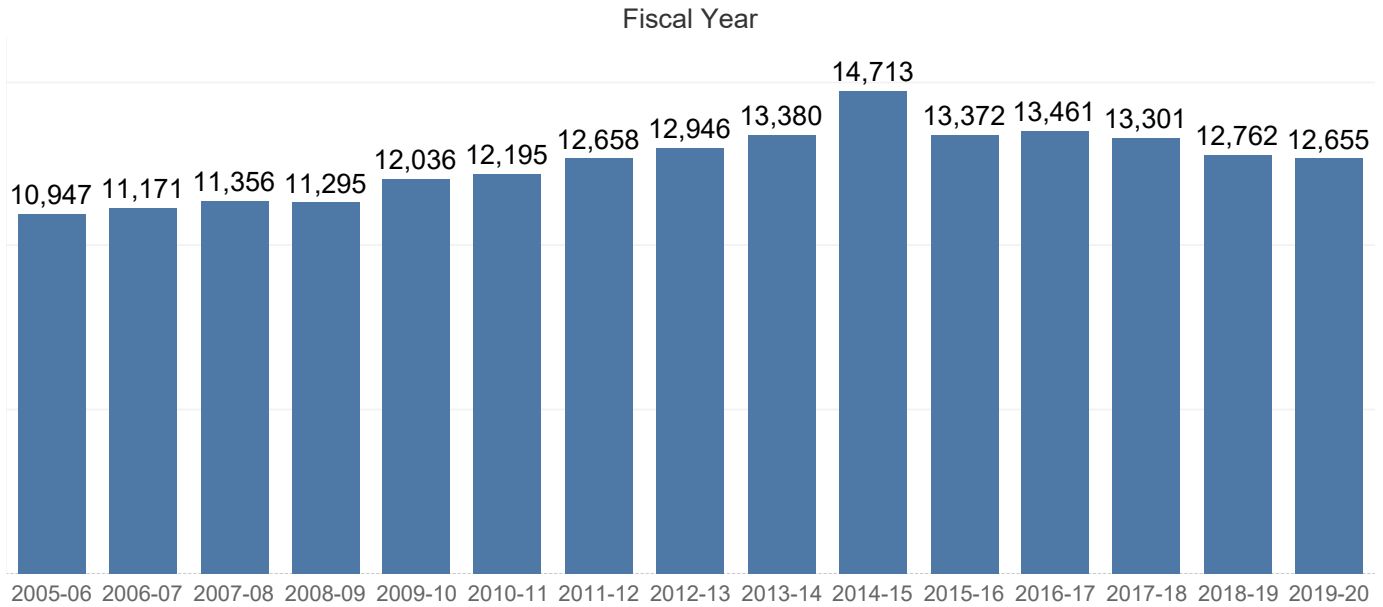
	2021FA
Identified Single Parents	211

## Low Income

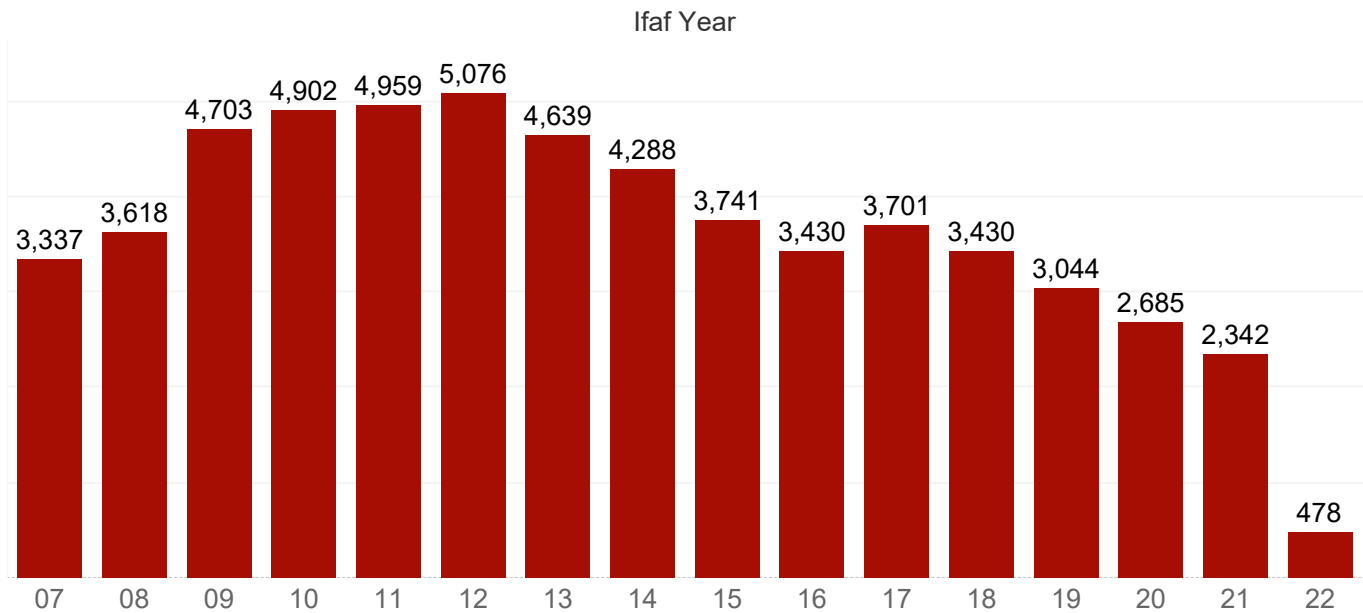
Low Income - PELL Eligible	843
----------------------------	-----

## Number of Students in our In-District schools who come from a low income family.

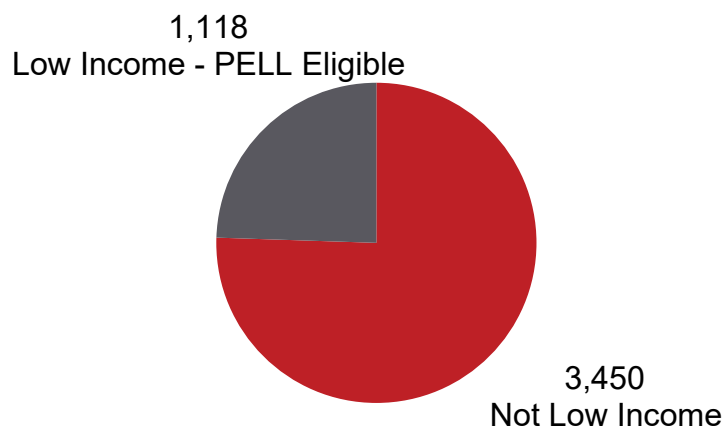
Information from ISBE Report Card



## Lake Land Students - Low Income based on FAFSA Results



## Low Income - 2021FA



### Low Income By Degree Type

Associate in Applied Science	411
Associate in Arts	309
Associate in Engineering Science	3
Associate in Liberal Studies	145
Associate in Science	59
Certificates	129
Course Enrollees	20
Meta Major Programs	5
Technical Skills Training	37
Grand Total	1,118

### By Enroll Status

Continuing	666
New	234
New Transfer	44
Readmit	174

### By Load

Full-Time	696
Part-Time	422

### Ethnicity

Minority - Non-White	10.20%
Unknown Ethnic	1.70%
White	88.10%

## Student with Accommodations

DISABILITY STATUS	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA
One Disability and Used Services	190	159	149	149	138	110
One Disability and NO Services	13	10	9	8	17	12
Multiple Disabilities and Used Services	9	4	2	4	10	8
Multiple Disabilities and NO Services	1			1	1	
Grand Total	213	173	160	162	166	130

### Gender

	2020FA
Female	76
Male	46
Grand Total	122

### Ethnicity

	2020FA
Minority Non-White	22
Unknown	1
White	99
Grand Total	122

### By Program Type

Associate in Applied Science	37
Associate in Arts	30
Associate in Liberal Studies	13
Associate in Science	7
Certificate	16
Course Enrollee	7
Other	5
Technical Training Skills	7
Grand Total	122

## Exhibit A

### Lake Land College

### Strategic Planning Committee

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

- Vet the strategic planning process.
- Research trends in higher education and provide as inputs to the planning process.
- Serve as facilitators for strategic planning visioning sessions.
- Assess visioning session feedback and develop a summary of results and key findings.
- Assist the President's Cabinet with development of College level goals and objectives.
- Participate in the annual review and updating of the College strategic plan.
- Be champions for the planning process and resulting plan.

**Composition as of July 1, 2021.** The Committee is comprised of the following individuals:

**Sponsor:** Dr. Josh Bullock, President

**Chair:** Jean Anne Highland, Chief of Staff

**Committee Assistant:** Seirra Laughunn, Executive Assistant, President's Office

**Members:**

- (3) 1 member from each of the bargaining units as appointed by the unit's Executive Committee.
    - Michelle Gill (Para-professional)
    - Laura Tucker (Custodial Association)
    - Joe Tillman (Faculty Association)
  - (2) 1 support staff each from the student services and business services teams.
    - Tony Sharp (Business Services)
    - Michelle Zumbahlen (Student Services)
  - (1) Career Tech faculty member
    - John Carpenter
  - (1) Transfer faculty member
    - Cheryl Beam
  - (1) Division chair
    - Ike Nwosu
  - (3) 1 appointed team member each from the academic services, student services and business services teams.
    - Darci Cather (Academic Services)
    - Emily Hartke (Student Services)
    - Madge Shoot (Business Services)
  - (1) Director of Institutional Research
    - Dr. Lynn Breer
  - (1) Director of Data Analytics
    - Lisa Cole
  - (1) Chief Information Officer
    - David Stewart
-



## **Exhibit B**

### **Guided Pathways for Success Frequently Asked Questions**

#### **Why is Lake Land College implementing Guided Pathways?**

Implementing Guided Pathways to Success (GPS), while expanding K-12 and university partnerships, to provide a clear pathway to meaningful educational or career outcomes for our students is one of two key focus areas for the College's FY 2019-2021 Strategic Plan. The Guided Pathways to Success Model supports the strategic plan goals of advancing student success and fulfilling the evolving and emerging education and training needs. It is designed to help students seamlessly transition into higher education through multiple entry points and smoothly advance toward their educational and career goals.

#### **What is a guided pathway?**

A guided pathway is a descriptive and easy-to-use plan detailing the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market. It includes the route a student takes to connect with, enter, progress through, and complete his/her program of study, as well as, the skills they need to acquire for the labor market they will enter after their certificate or associate or baccalaureate degree. Programs have integrated supports along the way to ensure students are staying on the path.

#### **Do students have to participate in a Guided Pathway?**

Guided Pathways are designed in such a way that all students will be placed on a pathway which aligns with their career and/or educational goals. Students will still have options on the courses they take, as well as choice of time and modality.

#### **What are the advantages of Guided Pathways for the students?**

Guided Pathways are clearly structured programs closely aligned with support services. They provide success management tools including career exploration, guided onboarding, and academic planning. These tools will assist students to choose and stay on a career path and complete the program of study. They help identify "at risk" students for early intervention. Guided Pathways are designed to ensure that students are able to complete their degrees in a timely manner and not accumulate credits that do not count towards their degrees.

#### **What are the advantages of Guided Pathways for the faculty?**

Guided Pathways has many advantages for faculty. It is designed to further our goal of helping students be more successful in their courses, helping with completion and retention rates. Additionally, it takes the guesswork out of advising by making course selections clear. Furthermore, it provides faculty with analytics to determine if course and programs are being met, as well as early alert tools. Faculty may use this data to

## **Exhibit B**

continually adapt and improve their courses. They can also easily alert students when they are going off track or are in danger of failing.

### **Don't we already have pathways at Lake Land College?**

While Lake Land actually has a lot of components that address the essential practices of Guided Pathways (program models in the catalog, mandatory orientation, mandatory advisement, etc.), they are housed in various silos and aren't streamlined in a continuous structured experience for students where all of the components support one another. Guided Pathways is designed to ensure that all programs are clearly mapped out to student end goals with clear support services systematically built in along the way. Materials should also be easily accessible and understandable for students.

### **Will implementing Guided Pathways change the schedule and when courses are offered?**

Lake Land College is currently in the process of moving toward a centralized scheduling approach to support the implementation of Guided Pathways. As such, the College hired an Academic Scheduling Coordinator who will be responsible for managing and coordinating the development of the master schedule based upon the academic program maps, student need, and faculty/course utilization strategies. As Guided Pathways are implemented, we will likely see changes to the schedule, as we move toward greater predictability and structure in scheduling.

Additionally, Guided Pathways will not require students to be full or part-time or take traditional vs. online classes and so on. It is not designed to limit modality, and the pathways will not change due to scheduling. At the same time, they are designed to ensure that students can complete a full sequence of courses in a timely manner. Thus, if a course is not being offered in sequence or at a time that is conducive to students, there is a possibility the schedule might change. Guided Pathways are designed to ensure student success so such changes will occur later in the implementation process if it is deemed necessary to help students persist and succeed in their courses. These changes will be designed to happen gradually through a careful and strategic implementation process.

### **How can Guided Pathways help part-time students?**

Guided Pathways can help part-time students clarify their career options and make connections between these options and programs of study earlier in their trajectory. In doing so, we can immediately show students how their education will bridge to a living wage and a career path. Additionally, Guided Pathways can help students get into programs of study earlier and the work they do can be placed into a clearer context for why they are taking the courses and how the coursework fits into a more cohesive whole program of study. Guided Pathways also incorporates integrated "intrusive

## **Exhibit B**

advising” and interventions to help guide students in their journeys, encourage them to continue, and notify them when they are off track.

### **Are there Guided Pathways for students that require remedial math and English courses?**

One of the essential components of Guided Pathways is the development and incorporation of co-requisite courses. Lake Land College has already made great strides in this area! Focus would then be placed on expanding these initiatives to scale. Guided Pathways is also structured to ensure that students are placed in the “right” math that is relevant to their career goals. Pathways are designed to ensure that students can receive the help they need.

### **Will students lose their right to choose their own classes?**

No, Guided Pathways present recommended pathways or sequences of courses designed to fit the students’ end career and/or educational goals. At the same time, they do present an opt-out feature for students if they would decide to take a different course.

### **What is a “meta-major”?**

A meta-major is a collection of academic programs that have common or related content. Programs within a meta-major will share some common requirements to allow for early exploration as students may enroll in this broad field of interest without collecting excess units. Lake Land College had developed 10 meta-majors which will be called Areas of Study that are designed around career interests and curricular commonalities.

### **Will students still be able to choose undecided as a major?**

In the Guided Pathways Model, students will no longer choose “undecided” as a major. Rather, they will work closely with an Academic Counselor to determine their area(s) of interest and choose an exploratory Area of Study. Areas of Study are designed to give students an opportunity to explore career interests/academic programs within a certain area before making a final selection. Rather than delaying the choice by choosing “undecided,” students will make choices incrementally, determining their major by the end of the first semester or a set number of accumulated credit hours.

## **Exhibit C**

### **Data Analytics FAQs**

#### **What is data analytics?**

Data analytics (DA) involves the use of specialized software and tools to analyze large and complex data sets with the intention of garnering insights about the information they contain and assisting the institution in making data informed decisions.

#### **Why is Lake Land College implementing data analytics?**

Implementing data analytics is one of two key focus areas for the College's FY 2019-2022 Strategic Plan. This supports our goal for committing to quality, access and affordability, and furthers our pledge to becoming a data-informed institution. Additionally, data analytics entails many essential conditions for implementing the College's other key focus area, Guided Pathways to Success (GPS), such as an institution's commitment to using data, developing the capacity to use data, and building the technology infrastructure. As we currently operate, we generally have access to vast numbers of historical reports in different locations and in many different formats. Employees often have issues gaining access to the data, if they are aware that data might exist, to help them in their roles. Furthermore, employees, department leaders, and other staff frequently must analyze this historical reporting on their own, with little to no formal training in data analysis. However, we envision the College will create an environment where data is readily accessible; where all employees are trained in using data for monitoring and improvement; and employees are empowered to take action based on the data.

#### **What are the types of analytics for a higher education institution?**

- Institutional business analytics (operational efficiency)
- Student engagement analytics (for student success)
- Student learning analytics (for student success)

#### **How can we align data analytics to support guided pathways and student success?**

Predictive modeling, a component of data analytics, seeks to reveal relationships and patterns within large volumes of student data that can be used to predict behavior and events. With these tools in place we will be able to:

- Identify at risk students, target student outreach and afford timely intervention efforts.
- Uncover and validate high-impact practices to focus the right efforts that help students succeed the most.
- Empower systems and campuses by promoting a culture of data literacy and customization.
- Create powerful narratives and analytics that are prospective rather than retrospective.
- Use prescriptive or predictive modeling tools to help students make choices that are best for them.

## Exhibit C

### What are some common obstacles for an institution of higher education to implement data analytics?

- Lack of clarity on campuses for Institutional Research (IR) and IT functions. Who is responsible for analytics?
- Reporting requirements and demands of compliance reporting for IR and IT and smaller institutions.
- Silos between departments.
- Expense of data analytics software/tools and expertise.
- Data integrity and data ethics.
- Silos of data sources.

### What is Data Integrity?

Data integrity is the maintenance of and the assurance of the accuracy and consistency of data over its entire life-cycle, and is a critical aspect to the design, implementation and usage of any system which stores, processes, or retrieves data.

### Why is Data Integrity important?

To make the best decisions for the future you must first have the most accurate data possible. Data that is produced and submitted to outside agencies is published and made available for potential students. If we are not providing the best data possible, we potentially could be losing funding for both state and federal grants and we could negatively impact our enrollment. If potential students compare our data with other Colleges and Universities and we haven't provided accurate data we might not compare as well as others and the student might chose to attend another College or University.

### How will we develop the foundation for institution-wide data analytics capacities by FY 2022?

A Data Analytics Task Force, formed in January 2018, audited our processes (gap analysis), researched best practices, defined what a successful implementation would look like, and identified strategies to include:

- Procurement of appropriate tools and software to transition from numerous data silos to a unified platform.
- Promotion of understanding for all staff of how data analytics can improve student outcomes and operational efficiencies.
- Establishment of a data governance model including policies and procedures.
- Development of a common data dictionary and data standards.
- Creation of a Director of Data Analytics position to oversee the planning, implementation and ongoing operation of the data analytics initiative. The Data Analytics Task Force served as the search team and the position was filled in the summer of 2019. The new Director of Data Analytics now oversees all strategies identified by the Task Force.

## **Exhibit C**

### **How does the Director of Data Analytics differ from the Director of Institutional Research and Reporting?**

The Director for Institutional Research and Reporting focuses on collecting data, disseminating information and writing reports in support of federal, state and internal reporting requirements. Additionally, the position coordinates the collection, dissemination and responses to internal surveys of students and staff and external surveys from government agencies and associations. The director's efforts will primarily concern reporting on what has occurred and providing assistance with primary research.

The Director for Data Analytics will focus on implementing technology based analytic solutions and data resources that support the College community in applying evidence-based practices and making data-informed decisions. The position will provide strategic leadership for data governance, utilize appropriate statistical techniques in data analysis and generate critical insights through analytics. The director will serve as the primary liaison between the Information Systems and Services (ISS) Department and external vendors of data analytics software tools. The director's efforts will primarily concern ensuring robust systems and practices to predict the future outcomes based on historical data.

### **How do I request data from the Director of Data Analytics and/or the Director of Institutional Research and Reporting?**

Although the Director of Data Analytics and the Director of Institutional Research are two distinct positions, their collective duties will require a close working relationship, especially to respond to requests for data. Staff should submit requests to the following email address:

[data-requests@lakelandcollege.edu](mailto:data-requests@lakelandcollege.edu). This is delivered to both directors who will provide feedback as soon as possible.

### **What role does the Director for Data Analytics play in assessing programs/courses from a profit/business analytics standpoint?**

The Director works with the Data Analytics Task Force, ISS and the campus community to implement the tools and processes necessary to allow for multi-faceted data analysis and predictive analytics to occur. At this point there are no predetermined areas of focus for the director to assess. Specific areas of focus will be determined as the data analytics initiative evolves.

### **Why is the Director of Assessment and Program Review reporting to the Director of Data Analytics?**

The Director of Assessment and Program Review has successfully ensured that we are meeting the requirements for the Higher Learning Commission and the Illinois Community College Board. Lake Land College is now choosing to focus on the quality and measurability of both the

## Exhibit C

Outcomes Assessments and the Program Review. Having the Director of Data Analytics supervise the position of Director of Assessment and Program Review allows us to work as an institutional effectiveness team, along with the Director of Institutional Research and Reporting, and improve both the assessment and program review by incorporating data and defining measures to improve.

### **What analytical tool has been implemented?**

The College has purchased Tableau - a data analytics and data visualization tool that provides end users with access to real-time reports and dashboards. The tool also allows end users to filter and transform the data to fit their needs. Data can be presented in various formats from excel type data grids to graphical representations in bar and pie charts. Another feature Tableau provides is the ability to produce longitude and latitude plotting functions, giving us the ability to see where our students are coming from or where our Alumni currently reside.

### **Will faculty and staff have access to the Tableau data analytics tool?**

As reports and project requests are completed for a specific area, the end users for that project will be granted access to the Tableau tool and trained on how to utilize their new reports or dashboards.

### **Will the Director for Data Analytics be looking at all of our current technologies and making recommendations?**

The Director for Data Analytics will be working closely with the Chief Information Officer, and the president's cabinet, to ensure the technology systems in place at Lake Land are able to support a robust data analytics platform.

### **We hear conversation around the use of a data warehouse. What is a data warehouse and how will it be used?**

A data warehouse is a common location to house the data. This reduces the silos of data and brings all the data together in one location so reports and dashboards can be created utilizing all the data we collect on the campus. We currently have two main data warehouses in production. One contains the Colleague data and is updated on either a nightly or a more frequent timeline based on the timeliness of the data. The second contains point in time data such as ICCB reports, enrollment reports and other data that is either not going to change or is updated annually. Tableau also gives us the capability to connect to any other databases that are currently in production.

### **Still have questions about data analytics? For additional questions, please contact:**

<b>Data Analytics &amp; Institutional Research</b>	
Lisa Cole	Director of Data Analytics
Lynn Breer	Director of Institutional Research and Reporting