

Strategic Planning FY 2023-2027

“Growing the Laker Advantage!”

Bi-Annual Report to the Board of Trustees

November 13, 2023



MISSION • VISION • VALUES

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

LAKE LAND
COLLEGE

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Update from the President:

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

In the fall of 2021, we launched a planning process that was deliberately inclusive of the College's internal and external stakeholders. Following publication of an extensive, research-based *Trend Analysis Report* highlighting state, national and global trends affecting higher education, we garnered valuable feedback in 2022 from more than 1,200 stakeholders through a uniform survey and numerous focus group sessions centered on the *Trend Analysis Report* and how the College could best position itself over the next five years to meet the rapidly changing needs of our students and the diverse communities we serve. Stakeholders providing feedback included students, employees, K-12 leaders, and community, business and industry partners. Thank you to our College and District community for this important feedback!

The survey and focus group feedback, along with the *Trend Analysis Report*, provided an environmental scan that the College leadership meticulously analyzed to create the FY 2023-2027 Strategic Plan – “*Growing the Laker Advantage*.” As symbolized by our newly developed mission, vision and values growth tree graphic, we are deeply rooted in and very proud of our mission to create and continuously improve an affordable, accessible and effective learning environment for the lifelong needs of the diverse communities we serve. However, to continue our proud tradition, and based upon data in the extensive environmental scan, we know we must continually grow and innovate to ensure we offer the very best educational experience for our students – today, tomorrow and for years to come.

“*Growing the Laker Advantage*” has four key focus areas:

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

This report details year one progress we have made with strategic projects that support the goals and objectives in our plan and in alignment with our four focus areas. We are proud that this is a collaborative effort across all departments, divisions and units of the College, with numerous College employees either leading and/or participating on one or more teams for a specific strategic initiative.

As with previous planning cycles and in an effort to provide transparency and accountability, we provide strategy status updates on 102 projects we have identified to pursue at various times within the five-year planning cycle. To date, we are meeting progress targets for 73 projects and we have completed or achieved nine projects.

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

Please note that nine additional strategic projects cross-reference the Guided Pathways Strategic Enrollment Management Plan (GPSEM). The College's Associate Dean of Enrollment Management leads the GPSEM planning process and will provide a separate GPSEM progress update in the near future.

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

With a collective commitment to our core values of caring, communication, excellence, innovation and teamship, we can realize the visions detailed in our "*Growing the Laker Advantage*" strategic plan and continue enabling students to engage their minds and change their lives through the power of learning.

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

Dr. Josh Bullock, President

KEY FOCUS AREAS

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

HOW WILL THE COLLEGE MEASURE SUCCESS?

STUDENT EQUITY & SUCCESS

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

INSTITUTIONAL & EMPLOYEE EXCELLENCE

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

PARTNERSHIPS

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










LAKE LAND COLLEGE 2023-2027 STRATEGIC PLAN MATRIX

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

FOCUS AREAS	1. STUDENT EQUITY & SUCCESS - TEACHING & LEARNING	2. STUDENT EQUITY & SUCCESS – PROCESSES & STUDENT SUPPORT	3. INSTITUTIONAL & EMPLOYEE EXCELLENCE	4. PARTNERSHIPS TO ENHANCE STUDENT SUCCESS
GOAL STATEMENTS	A. Provide effective and innovative instruction for traditional and non-traditional students. B. Offer programs, multiple modalities and flexible schedules that meet student and community demand for a 21 ST century workforce.	A. Improve retention, persistence and completion. B. Close equity gaps and support student access and affordability.	A. Invest strategically in personnel, facilities, technology and equipment. B. Support and engage employees through enhanced communication and inclusive practices.	A. Advance relationships among education, community and workforce partners to support job readiness, local industry and workforce development. B. Strengthen and continually support transfer options and career pathways.
PRIORITY OBJECTIVES	<ol style="list-style-type: none"> 1. Research, design, and implement high quality, innovative teaching and learning solutions to support new and re-imagined modalities and flexible student schedules. 2. Ensure students leave Lake Land with essential skills for employment. 3. Implement associate degree, diploma and targeted short-term technical programs, certificates, and credentials to meet 21ST Century workforce demands. 4. Employ innovative practices to support students and reduce time in remedial coursework. 	<ol style="list-style-type: none"> 1. Provide and connect students to the technology tools, support and service delivery options that will ensure more user-friendly and equitable student access and outcomes. 2. Operationalize the separate Strategic Enrollment Management Plan within the Guided Pathways framework to elevate recruitment, retention and completion. 3. Enhance predictive modeling to support student success and the Guided Pathways framework. 4. Provide and connect students to wrap-around services to holistically support students and their human experiences, with an emphasis on mental health. 5. Design strategies to more effectively communicate with students and prospective students. 6. Identify and redesign college processes and practices to eliminate pain points and unnecessary barriers for student access and success. 7. Implement an institutional diversity, equity, inclusion and belonging plan to provide a welcoming, safe and supportive environment for all students. 8. Engage unserved and underserved populations. 	<ol style="list-style-type: none"> 1. Enhance employee engagement, communication and a sense of belonging (inclusion). 2. Expand data-driven decision making and assessment to support employee, academic and institutional accountability. 3. Modernize equipment, facilities and grounds to support a diverse learning environment. 4. Strengthen support for faculty and staff technology tools and professional development to improve student learning experiences, including leadership development. 5. Become a preferred employer by providing a flexible working environment, paying competitive wages, and offering valued benefits. 6. Emphasize innovative, future-focused planning at every level of the College. 7. Celebrate internally and showcase externally the advantage of a Lake Land educational experience. 	<ol style="list-style-type: none"> 1. Engage students at all levels of district K-12 schools. 2. Increase district high school student participation in dual credit and dual enrollment partnership opportunities. 3. Expand corporate partnerships, work-based learning opportunities and apprenticeship programs. 4. Grow and leverage relationships that support student access, funding and needs. 5. Strengthen and expand transfer pathways with four-year institutions. 6. Enhance programming and services for IDOC and IDJJ students.

Strategic Plan 2023-2027 – Project Legend

Strategic Plan 2023-2027 – Project Legend		
Number of Projects		
9	 Achieved - strategy development complete	Project has been completed
75	 Meeting progress target	Project is on target and continuing to see activity
4	 Not Meeting progress target	Project is not on planned target but will still be active
8	 Future Project	Project is planned to be started in future years of the plan
9	 Project placed on hold	Project was not started as planned but will be in the future
7	 Guided Pathways Project	Project is associated with the Guided Pathways Student Enrollment Management Plan and is reported separately
0	 Abandoned	Project was determined to not be effective and has been cancelled.



Strategic Plan 2023-2027 - Projects

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

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

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

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Study the needs of working and non-traditional learners and develop relevant learning solutions and delivery modalities.			
Identify opportunities for hybrid programs for technical training and implement hybrid and open lab models.	Michael Beavers		Meeting progress target
<p>Progress update: If students are going to work they need a consistent and concise class schedule. We have instituted tech 2day. So that students will come to class two days a week and can work the other 3 days. This starts fall 2023.</p> <p>For those students who currently work full time and the current class schedule makes it too difficult or impossible to attend classes we are implementing FlexTech Academy (this may not be the name we land on but it will be similar). Students can access an "open lab" where they work with an instructor in a competency-based environment. They can schedule time in the lab from 8 am -8 pm 3 days a week and that time can change day to day if needed. This is being planned to start fall of 2024.</p>			
Enable more Hybrid-Flexible or HyFlex courses for students.	David Stewart		Meeting progress target
<p>Progress update: During FY23, ISS added an additional 5 HyFlex rooms bringing the total to 35 HyFlex enabled rooms across all Lake Land College locations. ISS worked with DCs, instructors, and other leaders across the college to train, support, and update help documentation. ISS held several HyFlex training sessions on Staff Development Days and ad-hoc sessions for unique instructor needs. More faculty members utilized HyFlex in their courses this past year. Ike established a new HyFlex Committee to further define the goals, objectives and desired outcomes for this initiative across the college.</p>			

Strategic Plan 2023-2027 - Projects

Identify opportunities for incumbent worker training.

Bonnie Moore



Meeting progress target

Progress update: Implementation of Modern Campus is ongoing. Two new business partners have been served in FY 2023. Montessori Kids Universe has registered an apprenticeship program for Early Childhood Education and has two students currently enrolled in the AAS program. The Equity has registered apprenticeship programs for Feed Mill Operator, Fleet Driver and Fleet Maintenance Repair and has enrolled one student in the Fleet Driver program. Three Sisters Logistics has registered an apprenticeship for drivers and has enrolled three apprentices. We are working with them to build another program. Hydro-Gear has one completed non-registered apprenticeship and plans to enroll another student in the AAS.MET program this fall. Additionally, Quad Graphics has three current apprentices and plans to enroll another apprentice this fall. KC Summers Auto Group has a youth apprentice in Auto Tech.

CBI has been working closely with The Alliance to provide new business tours. We have toured with SIM Products and are touring with Peerless of America in May. Neither company has signed contracts at this time.

CBI has newly signed contracts with Masterbrand for maintenance assessments, Anamet for NFAPA70E training and with Graphic Packaging International for a new operator assessment.

Progress target has been met with new training at Graphic Packaging International in Shelbyville and Masterbrand Cabinets in Arthur. We are continuing to work with other departments, particularly technology, to offer hybrid, open-lab style coursework. This will provide students with more opportunity to learn without coming to campus and will require skills check-offs for certification.

Create cross-discipline learning communities.

Matthew Landrus



Meeting progress target

Progress update: At this time, one full-time faculty member from Speech has agreed to participate in a cross-disciplinary learning community. In the Fall 2023 semester, other teaching faculty members from other disciplines---specifically, Social Science and Math---will be approached to join the group. Once the group's membership is finalized, specific courses can then be identified for inclusion in a "field" test semester for a single learning community group.

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

Emily Ramage



Future Project

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

Explore potential implementation of CBE models at Lake Land

Ike Nwosu



Future Project

Strategic Plan 2023-2027 - Projects

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

Develop a pedagogy adoption framework.

Ike Nwosu



Future Project

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

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

Emily Ramage



Meeting progress target

Progress update: We have established a Digital Accessibility Taskforce, which consists of thirteen members from faculty, HR, MPR, IT, Academic Affairs, Student Success Services, and the Student Accommodations Counselor. This taskforce has consistently met from October 2022 to present. In the short time that this taskforce has been established and working, we have created and published an accessibility statement for Lake Land, and we also added this statement to Board Policy 7.36. Members of the taskforce presented about Accessibility at the Spring Faculty and Staff Professional Development day. Ten people attended this session, which led to a request for another Accessibility presentation in June 2023 for the Illinois College Admissions group. We also created a tentative timeline to help Lake Land reach digital accessibility compliance that we will continue to implement.

The document attached to this report is the Digital Accessibility tentative timeline ordered by semesters. Additional documentation was uploaded into SPMS.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Implement a framework to identify and assess student attainment of employability skills, including technical and soft skills.

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

Ike Nwosu



Meeting progress target

Progress update: During the Summer the Vice President of Academic Services, Dean of Academic Operation and Director of Data Analytics reviewed various software that would handle many needed improvements. Curriculum mapping was one area that was included in this review. Three software packages have been suggested for review by the faculty in regards to assessment. Once the software product is determined the Curriculum Mapping will begin and will be a charge of the Curriculum Coordinator to oversee.

Strategic Plan 2023-2027 - Projects

Engage professional advisory groups at each of the extension centers.

Jerome Tkachuk



Meeting progress target

Progress update: We have engaged at both the Marshall and Pana extension centers to offer courses in Automotive Technology and Welding. Both sites continue to offer highly successful GED and ESL courses.

We have engaged in meetings with the Pana and Marshall Chambers of Commerce to identify and enhance the needs of businesses in their communities.

The Effingham Extension Center is anticipating the opening of the Effingham Technology Center. There have been multiple contacts with business partners to guide the course offerings for the ERCA as well as adult learning and re-education. We see the ETC serving as a regional training center, something which will be a tremendous benefit to the entire Lake Land district.

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

Produce contextualized courses across the Humanities Division

Salisa
Hortenstine
Olmstead



Meeting progress target

Progress update: The Humanities Division has made a strong effort to create contextualized courses to spark interest in students and, hopefully, draw them to the Gen Ed sections. There are currently eight sections of contextualized courses, which include ART-240, ART-250 (F2F), COM-111, COM-200, ENG-121, HUM-120, and PHI-280 (two sections). The

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

Chris Strohl







Meeting progress target

Progress update: Shannon McGregor, Director of Adult and Alternative Education, is now a member of the Developmental Education Committee. This allows open conversation to happen on opportunities for students needing additional reading supports to be helped by adult education classrooms. This provides basic reading instruction at no cost to the student. The group has also received a grant to assist with the transition and figuring out the details. We will continue to work on this during the next fiscal year.

Strategic Plan 2023-2027 - Projects

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Enhance and streamline program development and curriculum processes to be responsive to workforce needs.			
Conduct DACUMs on a rotational basis for all CTE programs.	Lynn Breer		Meeting progress target
Progress update: Lisa Madlem, Lynn Breer, and Ike Nwosu met to identify a list of questions that can be utilized to determine if a DACUM is needed for a program. This list of questions will be distributed to program coordinators and division chairs for their review and use. Beginning in Fall 2023, this list of questions will be shared with Program Coordinator's and Division Chair's during Program Improvement and Enhancement (PIE) meetings.			
Strengthen the program improvement and enhancement (PIE) process and expand PIE to include other programs and departments across the College beyond CTE.	Lynn Breer		Future Project
Progress update: We are still working on fine tuning the Program Improvement and Enhancement (PIE) process for CTE programs. We have begun some basic discussions related to what variables should be included in the transfer program PIEs. However, we have not moved further than that on this project. During the next year, we will begin moving forward and identifying how to utilize the current division level tableau reports for division chairs towards more of a PIE report.			
Investigate and offer additional relevant, stackable certificate program opportunities	Ike Nwosu		Meeting progress target
Progress update: Encouraged Division chairs to look into stackables in their area. Allied Health is working on a stackable option with NDP.BNA Program.			
Strengthen the STEM Workforce Pipeline for the College District.	Ike Nwosu		Meeting progress target
Progress update: Shared with PDC the vision 2035 for increased STEM education in the district. A scholarship has been offered for STEM students by a local business.			

Strategic Plan 2023-2027 - Projects

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

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

Bonnie Moore



Meeting progress target

Progress update: FY2023 has provided Lake Land College with four new companies that have registered apprenticeship programs - KC Summers Auto Group, 3 Sisters Logistics LLC, Effingham Equity, and Montessori Kids University. Programs with North American Lighting and Quad Graphics continue. Hydro-Gear is continuing their non-registered apprenticeship program. We have met this progress target with FY 2023. We have partnered with Rural King to offer CDL apprenticeships and are continuing to work with IDOC to identify opportunities. There are many barriers with related training instruction and on-the-job training for individuals who are incarcerated and apprenticeship may not be the most suitable option. Bonnie has met with IDOC three times to discuss registering programs but is awaiting updates from IDOC. The future plans include leveraging existing approved programs with IDOC (such as Automotive Technician Specialist, Industrial Maintenance Mechanic, Landscape Management Technician, and Welder) and hiring an IDOC Apprenticeship Coordinator to provide case management to individuals in incarceration who are registered apprentices. The CDL Program continues to expand with the hiring of an additional full-time instructor and the purchase of a third Class A vehicle. The program will be hiring a third full-time instructor with a target start date of July 2023 and will begin a new rotating schedule of courses in early

FY2024 to accommodate an increased number of students and provide for less wait time. We have met this progress target with FY 2023. We have partnered with Rural King to offer CDL apprenticeships and are continuing to work with IDOC to identify opportunities. There are many barriers with related training instruction and on-the-job training for individuals who are incarcerated and apprenticeship may not be suitable.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Evaluate and enhance multiple measures placement.

Assess the impact of multiple measures.

Ike Nwosu



Project placed on hold

Progress update: With the implementation of Corequisite coursework the need for multiple measure assessment has been suspended. Adult Ed is looking into remedial reading and English assistance to the students.

Strategic Plan 2023-2027 - Projects

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

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

Shannon McGregor



Meeting progress target

Progress Update: According to National Reporting System (NRS) records, the Lake Land College Adult Education program has a reading educational functioning level (EFL) of 20.43.55% and math EFL of 23.84%. The ICCB requires an overall MSG rate of 44.7%, and our program achieved that goal, earning 45.51%. This rate could be higher if we were capturing more post-tests (LLC post-test rate = 46.75%; ICCB goal = 65%). This is well short of the requirement, and only 10 programs in the state achieved the 65% post-test rate. We have a plan for reaching this goal.

Additionally, last year, the Curriculum Committee approved Evidence-Based Reading I (ABB001) to provide reading support to people reading at grades 0-3.9. It is the course that precedes ABB004, which we have been teaching for years. Additionally, this summer, I submitted course outlines to the Curriculum Committee to improve our math offerings: Vocational Math I (ABC001, grades 0-3.9) and Vocational Math II (ABC002, grades 4-8.9, attached) should be approved this fall to teach Spring 2024.

Finally, Lynn Breer, Beth Craig, and I submitted a Developmental Education Reform Act (DERA) Grant application to the ICCB, and we received an award of \$99,997 to work with the Dana Center on evaluating multiple measures placement practices at LLC. We have met with the Dana Center, Admissions, Testing Services, Counseling, ISS, and Division Chairs from English, reading, and math to document our procedures to align with policy and promising practices. We are in the process of hiring a data intern to document key measures for statistical and practical analysis.

Expand and streamline co-requisite models.

Bambi Jones



Achieved - strategy development complete

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






Strategic Plan 2023-2027 - Projects

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

A. Improve retention, persistence and completion.

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

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Remove technology barriers for current and potential students.			
Study which technology tools our area high school students have experienced and bridge to the College's technology tools where appropriate.	David Stewart		Future Project
Enhance marketing to the district the available technology tools such as free laptop rentals available to potential students. Progress Update: ISS met with MPR and initiated marketing messages to internal students via posters, digital signage, etc.	David Stewart		Meeting progress target
Improve email and Microsoft Office experience for active students, faculty and staff. Progress Update: As of 2/13/2023, all students, faculty and staff members have been successfully migrated to Exchange Online.	James Westendorf		Achieved - strategy development complete
Enhance the onboarding process to ensure new students can more easily become acquainted with the College's technology tools - refer to GPSEM plan.	Pam Hartke		Guided Pathways Project
Use text messaging to communicate more effectively to students and prospective students. Provide college community (Students, Faculty, Staff, etc.) with real-time communications about emergencies and other situations that impact the College's operations. Progress Update: ISS implemented Mongoose chat and over FY2023 the College sent out a total of 114,937 messages, mostly to students. 100% of student communications that we know of are going through Mongoose now. Tony Sharp and Heather Nohren met with the DCs and other stakeholders to identify student communication channels and pull them into Mongoose. Peighton Hinote is now coordinating these student communications. If other outlier student communication channels pop up, they will be also incorporated into Mongoose.	Tony Sharp		Achieved - strategy development complete

Strategic Plan 2023-2027 - Projects

Offer digital literacy course options for any student.

Christine Strohl



Not Meeting progress target

Progress Update: During FY 23, we have not offered Digital Literacy Courses.

During FY 24, the Community and Professional Programs Coordinator will assess the need for Digital Literacy classes and work to offer where needed.

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

Refer to GPSEM Plan

Emily Hartke



Guided Pathways Project

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

Strategic Project Description

Project Leader

Status Options

Progress Update

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

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

Pam Hartke



Guided Pathways Project

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


Pam Hartke





Guided Pathways Project

Strategic Plan 2023-2027 - Projects


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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Strengthen integration of data analytics to rapidly identify at risk students.			
Create KPI's for different student populations and identify DEI categories and other risk factors to better predict the success of students and for the need of modified advisement or additional instruction or support.	Lisa Cole		Meeting progress target
Progress Update: Diversity, Equity & Inclusion information has been implemented in various reporting aspects including Program review for ICCB, PIE Process, enrollment reporting etc. Benchmarks have been defined and will be monitored for improvement.			

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

Implement an academic and student services tracking system that enhances use of EAB Navigate.	Valerie Lynch		Guided Pathways Project
Focus on improved retention by attending ACUE classes on retention strategies, and creating division wide retention strategies.	Michael Beavers		Project placed on hold

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Research and develop a mental health service framework with the goal of implementing expanded mental health services.			
Benchmarking by researching and identifying mental health best practices of similar community colleges in Illinois.	Valerie Lynch		Meeting progress target
Progress Update: As of August 2023, we have successfully hired a full-time Coordinator of Mental Health Services as well as begun the hiring process for a full-time Student Wellness Specialist. The Student Wellness Specialist will also serve as the Benefits Navigator and connect students to wrap-around services.			

Strategic Plan 2023-2027 - Projects

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

Refer to GPSEM Plan

Jennifer Melton



Guided Pathways Project

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

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

Christine Strohl



Meeting progress target

Progress Update: The Community and College Service Task has been meeting quarterly to discuss ways to connect student to wrap-around services both internally and externally.

Progress made:

1. The Lakers Guide to Services & Resources brochure to share information on internal resources with faculty, staff and students.
2. Human Service Professionals Community Luncheon held on Friday, April 21st. Providing a luncheon, information distribution and networking for internal and external partners.
3. Annual June Conference to promote internal collaboration and sharing of information.

The task force will be moving to a standing committee to allow continued awareness and growth.

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

Valerie Lynch





Meeting progress target

Progress Update: The Benefits Navigator functions will be assigned to the newly hired Student Wellness Specialist. The new Coordinator of Mental Health Initiatives began work on July 24, 2023. His first order of business is to interview and hire a Student Wellness Specialist. In the meantime, the VPSS has attended statewide meetings to get updates about Benefits Navigator duties. There has been no formal training offered to date (as of July 2023).


Strategic Plan 2023-2027 - Projects

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Develop a comprehensive communication plan for current students that integrates multiple media and modalities (texting system, emails, social media, print, etc.).			
Audit the current communication plan for current students and the modes of message delivery. Analyze the results of the audit to identify the gaps in effectiveness. Establish, implement and assess a new communication plan for current students that incorporates multiple media and modalities.	Peighton Hinote		Meeting progress target
<p>Progress Update: Identified pain points such as confusion regarding internal language, communication request process hang-ups, and a lack of internal understanding regarding platforms used to reach current students. Introduced a comprehensive internal communication master spreadsheet including all departmental communication across campus. Added communication regarding processes and point of contacts. Additional information was uploaded into SPMS.</p>			
Action Plan: Develop a comprehensive communication plan for prospective students that integrates multiple media and modalities (texting system, emails, social media, print, etc.).			
Audit the current communication plan for prospective students and the modes of message delivery. Analyze the results of the audit to identify the gaps in effectiveness. Establish, implement and assess a new communication plan for current students that incorporates multiple media and modalities.	Peighton Hinote		Meeting progress target
<p>Progress Update: Identified pain points such as outward-facing language not matching prospective student expectations, a need to increase influential stakeholder communication, and a need to consolidate the information within the website as well as internally. Introduced an additional, comprehensive communication spreadsheet incorporating MPR outreach efforts with Admissions' outreach. Additional information was uploaded into SPMS.</p>			

Strategic Plan 2023-2027 - Projects

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Study and adapt current industry trends and applications to ensure the future of the College's textbooks remains viable, relevant and efficient in supplying physical, electronic textbooks and/or learning resources.			
<p>Establish a College textbook strategy and system that incorporates faculty and students demands and ensuring the College stays current with trends including the areas of digital textbooks and OER resources.</p> <p>Collect and analyze data regarding course materials, which will allow the current textbook process to be updated to ensure the College is remaining current with industry trends, technology and format preference of both students and faculty. Then using that information to establish a course material system that fits the needs of the students, faculty and College.</p> <p>Progress Update: Participated in the Student Watch 2022 survey, hosted by OnCampus Research to obtain student feedback from LLC and other colleges/universities across the country. This survey provided data regarding course materials and what students have used and what they prefer. Highlights from the survey:</p> <ul style="list-style-type: none"> • 44% of students who replied to the survey prefer a print textbook over a digital textbook. Of those, 24% do prefer having a digital component that goes along with the physical textbook. • Only 28% of student replies prefer all digital textbooks/course materials. • Remaining 28% have no preference or depends on the type of course. <p>Participated in the Faculty Watch 2022 survey, hosted by OnCampus Research to obtain faculty feedback from LLC and other colleges/universities across the country. This survey provided data regarding course materials and what faculty preferred to use while teaching. Highlights from the survey:</p> <ul style="list-style-type: none"> • 58% of LLC faculty prefer print textbook or print textbook with a digital component. • 31% of LLC faculty prefer digital textbook. • The remaining stated depends on the course. <p>Met with the Student Government Association (SGA) on 3/1/23 to have an open discussion about textbooks.</p> <ul style="list-style-type: none"> • Majority preferred physical textbooks over digital textbooks. • Concerned if LLC moves to digital that they will spend more money on course materials • And concerned some would be a waste since many have received rental textbooks that were listed as required but are not ever used during the course. • Internet access and reliable/speedy internet access was a large concern due to the rural student and staff population LLC has • Learned what I assumed to be rural vs. what is rural in terms of internet are vastly different and we have a very large population that doesn't have access to reliable and fast internet. It would be virtually impossible for them to load an e-book on their slow and unreliable internet. • From a pandemic survey, around 27% of students do not have dependable internet access. <p>Director of Data Analytics is assisting with another survey added to the booklist screen that will ask how reliable their internet access is and their preference of how to access course materials (digital or physical). This will be collected over the fall 2023 book pickup timeframe.</p> <p>Asked for data regarding how many sections actively use Canvas now since digital courseware would be housed within the LMS and wanted to see if the data regarding the LMS usage.</p>	Amanda Arena	 Meeting progress target	

Strategic Plan 2023-2027 - Projects

Action Plan: Optimize scheduling of student activities.

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

Emily Ramage



Project placed on hold

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

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

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

Shannon McGregor



Meeting progress target

Progress Update: During FY 2023, the number of ESL students served was 111. In years prior, the number served ranged from 25 to 45 students. Through the Area Planning Council (APC) 517 and our Adult Education and Family Literacy grant connections, we have been able to secure ESL-related instruction commitments that demonstrate the power of a strong APC.

Bonnie Moore from the Center for Business and Industry talked with Shannon McGregor, Director of Adult and Alternative Education about getting ESL classes at two companies in the Spring of 2022.

During Fall 2022, Adult Education piloted two ESL classes with CHI Overhead Doors that focused on language skills as well as manufacturing terminology unique to CHI's team. In Fall 2022, 11 of 14 students completed the program, and in Spring 2023, 20 of 22 students completed the program. The collaboration was successful: all students who completed the program made two or three educational functioning level gains as documented through post-test scores and shared with CHI. The company has since reached out to CBI to create Spanish and cultural understanding courses for its native English speakers, and the ESL collaboration will continue with four more classes during FY 2024.

During Spring 2022, talks began and ended with Graphic Packaging Inc. (GPI) in Shelbyville, as the company found Haitian-Creole speakers who could provide ESL support for its Haitian-Creole employees. Because they had an answer, we decided to support them on a community level and opened a class at the Newman Catholic Center in Charleston. GPI's solution did not last, unfortunately, and by January 2023, GPI reached out again. If we gain the full award from ICCB, we will use the same model as we have at CHI to provide four ESL classes with GPI.

A third business in Arthur has reached out, and we will address their needs through a community-based class located at the local library in Fall 2023. If the employees are unable to attend, we will consider offering classes on-site at the company.

We will begin reaching out to area employers to learn how we can improve ESL and GED support. We are planning to send marketing materials to help employers identify, encourage, or offer classes to their employees.

Strategic Plan 2023-2027 - Projects

Refer to GPSEM Plan

Pam Hartke



Guided Pathways Project

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

Strategic Project Description

Project Leader

Status Options

Progress Update

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

Assess the leadership needs to evaluate and oversee the planning, implementation and ongoing efforts to enhance accessibility, diversity, equity, inclusion and belonging. Valerie Lynch



Meeting progress target

Progress Update: As the College works toward developing a more comprehensive DEIB plan/framework, progress has been made with hiring the Coordinator of DEIB at the August 2023 BOT meeting. The Coordinator will primarily be responsible for student outcomes in this area; however, they will be serving as a key advisor as the College works toward a comprehensive DEIB plan.

Following assessment of DEIB leadership needs, assess and re-evaluate the institutional definitions of diversity, equity, inclusion, and belonging (DEIB). Valerie Lynch





Not Meeting progress target

Progress Update: We have hired a new Coordinator of DEIB who can help us on this strategy; however, more work needs to be done as a College to define DEIB College-wide.

Strategic Plan 2023-2027 - Projects

Objective 8: Engage unserved and underserved populations.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Study the needs of those high school students electing not to attend post-secondary education and develop a plan to engage them in higher education.			
<p>Create a comprehensive student tracking system to help identify students not attending any higher education institutions and determine if predictions can be made to identify those high school students prior to their graduation from high school for greater outreach.</p> <p>Progress Update: In the Fall 2022, the College conducted focus groups (headed by Lynn Breer) with current-in district high school students to determine when and why they make choices related to education and career plans after high school. The focus groups identified perceived barriers to enrolling in college after high school graduation and developed recommendation that help alleviate those barriers/obstacles.</p> <p>In late spring and early summer 2023, the admissions and recruitment team met and evaluated the data collected from the faculty research focus groups. The team began studying the needs of those students choosing not to attend any post-secondary education after graduation.</p> <p>We found several factors contributed to student not attending including but not limited to:</p> <ul style="list-style-type: none"> • needing assistance with the entire college admissions and financial aid process • submitting scholarship applications • concerns over their mental health, financial stability and not feeling prepared for college are also being studied. 	Pamela Hartke	 Meeting progress target	
<p>Complete study and develop recommendations on high school students not electing to attend a postsecondary education. (faculty study)</p> <p>Progress Update: In Fall 2022, the College conducted multiple focus groups with high school students at four in-district high schools. At least two focus groups were completed at each high school. At one of the high schools, all of the seniors participated in the focus groups. The focus groups were recorded and the recordings were transcribed. The data collected from the transcriptions was analyzed and a report was developed and presented to the College administration, faculty, staff and board.</p>	Lynn Breer	 Achieved - strategy development complete	

Strategic Plan 2023-2027 - Projects

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

Audit the current recruiting and marketing efforts of non-traditional students. Analyze results of the recruiting and marketing audit to identify the gaps in effectiveness. Establish, implement and assess strategies to increase the enrollment of the non-traditional and adult populations.

Brittany Aitken



Meeting progress target

Progress Update: We have audited the current efforts of recruiting and marketing non-traditional students. We have identified a current process of mailing postcards, attending career fairs and visiting businesses to reach those populations. From here we identified gaps in our effectiveness and found a lack of software to target specific demographics and psychographics. Within these unique, identifying characteristics, we notated the following key concerns of non-traditional students: finances, family, and career.

With financing, students are considering cost of college and if it is worth the debt acquired. Research shows 60% of U.S. adults have considered returning to college, but 70% said they couldn't afford it. The data surrounding non-traditional recruitment implies we need to emphasize our affordability and the financial support we offer.

For concern around family, prospective student are nervous about balancing school and family and whether or not this is affordable. From this we can improve their odds of returning to college by promoting our childcare options and flexible scheduling.

Concerns surrounding career involve balancing school in tandem with outside responsibilities. Research shows that 38% of students with outside financial, work or family obligations leave within their first year.

Once we identified this gap in effectiveness, we acquired a new Platform known as College APP. Using this platform, we can now target specific groups based on certain demographics. College APP allows us to capture the data on these prospective students for appropriate, effective outreach. The implementation of this application is currently underway and we will use the 2023-2024 academic year as a trial-run for our non-traditional student recruitment.

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

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

Pamela Hartke



Meeting progress target

Progress Update: During the Fall of 2022 and the early Spring of 2023, the Admission & Records Office looked at stop out students to see if they had completed their program or not. If a student was a stop out and did not complete their program, they documented what courses were needed to complete their degree. Through this process, 261 stop-out students were identified as "completers" and 161 were identified as "non-completers". From there, Brittany Aitken, Community Outreach Coordinator, contacted all of the non-completers letting them know how many credits they were missing in order to complete their degree. She was the main contact for the stop out students interested in returning to Lake Land College.

Strategic Plan 2023-2027 - Projects

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

Create a partnership with local employers and social service agencies to expand ESL offerings in additional college communities.

Shannon McGregor



Meeting progress target

Progress Update: During FY 2023, the number of ESL students served was 114. In years prior, the number served ranged from 25 to 45 students. Through the Area Planning Council (APC) 517 and our Adult Education and Family Literacy grant connections, we have been able to secure ESL-related instruction commitments that demonstrate the power of a strong APC.

Bonnie Moore from the Center for Business and Industry talked with Shannon McGregor about getting ESL classes at two companies in the Spring of 2022. During Fall 2022, Adult Education piloted two ESL classes with CHI Overhead Doors that focused on language skills as well as manufacturing terminology unique to CHI's team. In Fall 2022, 11 of 14 students completed the program, and in Spring 2023, 20 of 22 students completed the program. The collaboration was successful: all students who completed the program made two or three educational functioning level gains as documented through post-test scores and shared with CHI. The company has since reached out to CBI to create Spanish and cultural understanding courses for its native English speakers, and the ESL collaboration will continue with four more classes during FY 2024.

During Spring 2023, talks restarted with Graphic Packaging Inc. (GPI) in Shelbyville, as the company found Haitian-Creole speakers who could provide ESL support for its Haitian-Creole employees. We will continue to offer the community class at the Newman Catholic Center in Charleston, and we are offering four classes at GPI in FY 2024 with similar structures and incentives as offered at CHI.

Also, EZ Trail in Arthur has reached out. We will offer a community-based class located at the Arthur Public Library in Fall 2023. If the employees are the only participants in the August, September, and October classes, we will move the class to EZ Trail for the company's ease.

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

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

Sarah Hill



Meeting progress target

Progress Update: There were no FY23 Measurable Outcomes in this project. However, the expected activities have been completed. MPR helped with creating a postcard to mail, as well as a community borrower brochure. Postcards were sent to over 4,000 community households, and a Facebook post about community borrower cards was seen over 7,000 times and had 127 reactions.




Baseline statistics have been gathered so that we can track progress on the KPIs for FY24. More Facebook marketing will be used over the next year to market getting a library card and using Cloud Library and Overdrive.

Strategic Plan 2023-2027 - Projects

Focus Area 3: Institutional & Employee Excellence

- A. Invest strategically in personnel, facilities, technology and equipment.
- B. Support and engage employees through enhanced communication and inclusive practices.

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Develop communication protocols and tools to enhance communication.			
<p>Promote concise, transparent and timely dissemination of information at all levels of the institution. This will include adoption of a SBAR template to support awareness of decision making, developing an infographic that depicts key points in our definition for effective communication and investigating how to improve use of the College's shared drive or some other means to more easily locate forms and College materials.</p> <p>Progress Update: For the SBAR Template and infographic, we have met and developed a list of tasks to be completed, but we have not implemented or taken action on these items as of yet.</p> <p>I have held a meeting about the S drive reorganization or alternative. ISS is evaluating the use of the Microsoft Product to see if it would be a valuable solution to the S drive.</p>	Kelly Allee	 Not Meeting progress target	
<p>Provide additional opportunities for employees to gather together, in a safe space, to express concerns and ask questions, with the cabinet level administration.</p> <p>Progress Update: Project to begin in FY 2024 following evaluation and recommendations from the results of the spring 2023 PACE College Climate Survey.</p>	Jean Anne Highland	 Project placed on hold	
Action Plan: Operationalize a training plan to provide resources and guidance regarding effective communication, enhancing employee engagement and creating an inclusive environment.			
<p>Provide training topics each year for supervisors and all staff regarding effective employee engagement, communication, and inclusion - utilizing adopted definitions, related infographic and best practices.</p> <p>Progress Update: Topics and activities on the value of trust, leading with civility, and adding value to performance reviews have been included during monthly Supervisor meetings. Continued research in trends and practices of employee engagement in Higher Education and enhancing employee communication.</p>	Chris Uphoff Nees	 Meeting progress target	

Strategic Plan 2023-2027 - Projects

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

Chris Uphoff Nees



Meeting progress target

Progress Update: Research continues in methods for standardizing training practices to encourage employee retention, promote new employee success, and to enhance current employees ability to transfer or be promoted to new roles at Lake Land College.

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

Chris Uphoff Nees



Meeting progress target

Progress Update: Research and planning conducted to expand courses focusing on inclusion and belonging delivered through current vendor platforms, Safe Colleges and NEOED. Continue as an active member of the Diversity, Equity, Inclusion, and Belonging Committee. Continuing practice of supportive communication with new employees over the course of their first 90-days with Lake Land College. Participated on the Faculty Mentoring Program task force with plans to obtain best practices for use with future employee groups.

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

Dustha Wahls



Meeting progress target

Progress Update: With the numerous faculty that are starting this fall, the Academic Council wanted to establish a faculty mentoring task force. I attended the initial meeting with the Faculty representatives and Chris Uphoff-Nees took my spot on the task force. This summer, we collaboratively worked on a document "Ideal Characteristics of a Faculty Mentor." While this document has a faculty focus, it can easily be re-tooled for other employee work groups. Our goal for this year is to pilot the mentoring with the faculty and work forward with expanding to all employees.

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

Conduct an initial college climate assessment

Lynn Breer



Achieved - strategy development complete

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

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

Lynn Breer



Meeting progress target

Progress Update: The College selected an external vendor, PACE, for an employee climate survey. The baseline survey was administered in Spring 2023. The College will administer the survey again in Spring 2025. It was decided to administer the survey every two years in order to give the college time to identify and implement strategies to address issues identified by survey results.

Strategic Plan 2023-2027 - Projects

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

Establish a College Values Task Force to review and modernize the College values and value statements that reflect the College community.

Jean Anne Highland



Project placed on hold

Progress Update: Project will begin in FY 2024 or later - dependent upon progress with DEIB efforts so we review values from a DEIB lens.

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

Dustha Wahls



Meeting progress target

Progress Update: A new committee was formed - Employee Appreciation and Engagement Committee this year. This committee is tasked with hosting ad hoc appreciation and engagement events and developing methods to show appreciation and engagement that foster a sense of belonging. This group started through the EECI Task Force and this group introduced the Feather Gram and hosted events - such as a Halloween Party, Valentines Party, Ice Cream Social, and a Summer Fair. This new group will begin meeting to plan events for the year.

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

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

VP Business Services



Project placed on hold

Action Plan: Promote appreciation of the College community.

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

Dustha Wahls



Project placed on hold

Progress Update: Our FY2024 plan was to review the results from the employee satisfaction survey, which has not yet been released.

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

Kelly Allee



Meeting progress target

Progress Update: Feathergrams and Growth Tree options have been deployed and completed.

Strategic Plan 2023-2027 - Projects

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

Dustha Wahls



Meeting progress target

Progress Update: In addition to our current SHINE recognition and employee feathergrams, starting this year employees will be able to submit a nomination through the "Leave your mark campaign." Monthly drawings will be held from those nominated. Nominations must include what core value the employee engages. Winners will be announced and all nominations will be listed in the Laker Low Down. DOC will also be recognized amongst their employee group.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Expand library of Tableau reports.

Create, maintain and publish a comprehensive list of reports that are available in Tableau.

Lisa Cole



Meeting progress target

Progress Update: Folder structure was implemented to identify those reports that are published to Tableau Server and also those on the public website. A comprehensive list will be created.

Provide at least one Tableau report and train users for each functional area of the institution.

Lisa Cole



Meeting progress target

Progress Update: As of now there are dashboard in place for each division of the college and many of the departments. Information has been distributed in Laker Lowdown to encourage requests. Some very large dashboards have been created that will be implemented in FY2024 such as the Monthly Budget report that is completed manually by the Comptroller each month. A time savings of 4-6 hours each month is estimated with the implementation of this dashboard.

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

Lisa Cole



Not Meeting progress target

Progress Update: Waiting on server upgrade to be at a level that the program can be installed. This upgrade just happened in August to progress will begin soon.

Strategic Plan 2023-2027 - Projects

Action Plan: Develop departmental and divisional key performance indicators.

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

Lisa Cole



Meeting progress target

Progress Update: Tableau will be used to report College KPI's and also for any strategic plan event that requires data.

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

Lisa Cole



Meeting progress target

Progress Update: Information has been created and displayed on the Data Digest page. This links from the homepage and also the IE team page.

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

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

Lisa Madlem



Meeting progress target

Progress Update: October 12, 2021: The Director of Assessment and Program Review's position was reorganized from Academic Services to the President's Unit. The reason for the move was so that the director could focus on a new initiative, Taking Assessment to the Next Level, as directed by the Vice President of Academic Services. The definition of Taking Assessment to the Next Level, according to the VPAS and the Director of Data Analytics, was to guide faculty on the quality of assessment in the following ways: Align outcome statements to the strategic plan, HLC and other accrediting bodies;

Assess 2 outcomes instead of one; ensure all faculty are providing an analysis (how are they using their assessment results to improve student learning?) for all outcomes that are assessed; ensure all faculty are adding action plans when necessary to use as a tool to close the loop in assessment; provide Best Practice examples to all who do assessment; and, meet the assigned due dates for assessment results.

December 13, 2021: The Director of Assessment and Program Review presented the 2021 Annual Assessment Report that included the new initiative as mentioned above.

Spring Opening Day January 7, 2022: Communicated the new initiative to the Allied Health Division faculty. Provided a presentation and handouts (best practices in course assessment analysis and action plans, supported initiative and action plan process maps).

Spring semester 2022 (February – April): Communicated the new initiative to the Agriculture, Technology, Business, Humanities, Math/Science and Social Science/Education divisions.

Spring Staff Development Days – March 31 and April 1: Provided workshop sessions for faculty on the assessment initiative as aforementioned. Two sessions offered for a total of 17 attendees.

Strategic Plan 2023-2027 - Projects

Continued: Summer 2022: Provided updates to the following departments for institutional assessment in the new initiative: Academic Services, Business Services, President's Office, Student Services and Workforce Solutions and Community Education.

Fall 2022 Opening Day: Provided all of the division chairs with an electronic assessment update to share with their faculty.

Fall Staff Development, November 23: Provided workshop sessions to faculty on the new assessment initiative as aforementioned. Two sessions offered for a total of 8 total attendees
Spring Opening Day, January 6, 2023: Communicated in-person an update to the Allied Health Division on the new assessment initiative. Provided the remaining six academic divisions an update in electronic email.

Spring Semester 2023 Staff Development Opportunities: Provided several workshop opportunities to faculty on the assessment initiative as aforementioned. These sessions were also provided for the upcoming fall 2022 course assessment due date of 2-8-23. Nine sessions offered for a total of 21 attendees which equates to 21% faculty attendance for spring 2023 staff development. In addition, a number of resources were provided to faculty and staff (handouts in staff development sessions as well as documents sent via email to include several process maps, presentations, best practice examples and more.

It should be noted that in early spring 2023 feedback from a few faculty caused the VPAS to request a pause in the additional plans pending further discussion.

The Director of Assessment & Program Review developed a resource book for faculty to use for the new initiative, Taking Assessment to The Next Level. The resource book includes definitions and examples of goals, outcomes, supported initiatives, measuring tools, targets, results, analyses of results and action plans. The assessment resource book is also used for new faculty orientation training.

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

Lisa Madlem



Meeting progress target

Progress Update: The purpose of general education at LLC is to provide students with learning experiences that are necessary to enable them to maintain responsible and satisfying relationships to society and the environment. Via LLC's general education curriculum, students develop essential skills (general education goals) of problem solving, critical thinking, communication, diversity, citizenship and foundational knowledge. Prior to 2010, the College's general education goals targeted transfer students. After an extensive review process by the General Education Task Force, new goals were developed targeting students in all programs, both transfer and career/technical. This decision significantly impacted assessment, as both transfer and career/technical students were included in the random samples selected to participate in assessment activities.

In the past, the general education process consisted of prompts given in the spring to a sample of students. The prompts contained key competencies (general education goals) that should be learned by students through the general education curriculum and was on a 3-year rotation.

During the 2022-2023 academic year, the General Education Committee decided to take the huge step of revamping the process. This process is projected to be completed over a five-year time-frame with completion estimated to be in 2027, therefore, this is a ongoing process. What follows is the work done by the General Education Committee over the past year.

Best practices for general education assessment was researched by the General Education Assessment Committee and much discussion took place with the group. The next step was to determine the new goals/competencies for the College. A brainstorming session was conducted, and as a result, six competencies were chosen that include: Communication, critical thinking, literacy and analysis, global and cultural literacy/appreciation, professional skills and ethics and problem solving. Definitions for each of the competencies were developed and can be found in the S:drive in the General Education Committee folder.

Strategic Plan 2023-2027 - Projects

ICCB Program Review enhancements implementing ICCB Recognition recommendations.

Lisa Madlem



Meeting progress target

Progress Update: ICCB implemented a new format template with significant changes for completing program review for 2017. The new template is much more complex with several data entry areas. Program coordinators (full time faculty) are required to complete the template for their assigned programs on a 5-year rotation.

Program Improvement and Enhancement (PIE) significantly contributes to the ICCB program review. The Director of Institutional Research & Reporting (DIRR) and the Director of Assessment & Program Review (DAPR) meet annually with all Career and Technical Education (CTE) program coordinators to provide individualized reports that include enrollment, credit hour accumulation and completion, retention, total degrees awarded and course persistence. Action plans are required for areas of the PIE reports that are in advisory status (red). The purpose of PIE is for program coordinators to improve in areas that they deem necessary. PIE Reports can be used as a resource for completion of program assessment as well as ICCB Program Review.

New ICCB Peer Review Initiative

In 2023, ICCB is implementing a peer review of programs. This is best described specifically by ICCB Senior Director for CTE, Natasha Allen. "The impetus of this idea came out of the Program Review Advisory Committee, a committee comprised of community college professionals who have substantive experience with program review in Illinois. This Peer Review System supports one of the committee's core goals, "Improve the application of program review findings in colleges"; campus-level programmatic planning and decision-making processes." This initiative will allow programs to receive feedback from their peers who work closely with these programs daily. The goal is to be able to use this feedback to truly support program growth, as well as promote the sharing of ideas and promising practices." (Natasha Allan, Senior Director for Career and Technical Education, MOA Coordinator, Illinois Community College Board 2023). This new initiative is being directed at Lake Land College by Ike Nwosu, Vice President of Academic Services (VPAS). It should also be noted that Dr. Lynn Breer, Director of Institutional Research & Reporting, serves on the ICCB Advisory Council as a Representative for Lake Land College and also plays a vital role with the new process. The ICCB Program Review is completed by CTE program coordinators and other areas of the College every 5 years. Certificate and Associate in Applied Science programs can be combined into one template.

Program coordinators and others who are up for review are notified by the DAPR October through February that their programs are up for ICCB program review. A template provided by ICCB, and a published program review 5-year calendar (which is also located on the S:drive), is emailed, along with the following bulleted due dates to the program coordinators:

- Completed ICCB program review template reports are due to the DAPR by March 1 in electronic format
- The completed reports are reviewed by the DAPR
- The DAPR provides revisions that need to be made by the program coordinators and others
- Program coordinators and others return revised reports to DAPR by May 1

- The DAPR, DDA and DIRR review final reports and contact faculty and others with revisions
- Program coordinators and others revise reports and submit final reports to the DAPR by May 15

Several email reminders are sent at various times to the program coordinators.

The DAPR compiles all of the final reports into one large ICCB Program Review Report for Lake Land College. Please refer to the 2022-2026 ICCB Program Review Manual for requirements. ICCB Manual

The next step is to create a memo that requests permission to present to the Lake Land College Board of Trustees. The memo should include a list of the programs and other areas that are up for review. The memo, along with the completed report should be sent to the President of the College as well as the Chief of Staff and copied to the DDA.

Next, the DAPR presents the ICCB Program Review Report to the Board of Trustees. The ICCB report is an action item and must be approved by the Lake Land College Board before submission to Springfield. Once the report is approved by the Board, the report is then submitted to ICCB using the following link:

Submission of ICCB Program Review Report per ICCB: ICCB.ProgramReviewSubmission@illinois.gov

Strategic Plan 2023-2027 - Projects

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

Lisa Shumard-Shelton



Meeting progress target

Progress Update: This fall, a Strategic Plan Action Plan was created for co-curricular assessment. The plan was under the Enhance the current process of Institutional and Academic Assessment for continuous improvement area. The focus area, goal, and objective are listed below. The project description is: Develop and implement a plan to effectively assess co-curricular activities for students at the College.

The projects expected impact is as follows:

The College's first task is to define the co-curricular activities at our institution. This will be accomplished by the Assessment Committee in conjunction with VPSS and VPAS. Co-Curricular assessment should be activities that enhance and improve classroom learning. General Outcomes should be identified and added to the institutional assessments and areas that are not currently assessing should determine outcomes and begin the assessment process.

Areas identified were:

- Student Government Association
- Student Activity Board
- Navigator News
- National Society of Leaderships & Success

Information was input into Weave and assessment has begun.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

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

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

Greg Nuxoll



Achieved - strategy development complete

Progress Update: A ten year Master Facilities Plan was completed in the Spring of 2023. After extensive work and review with the College's architect of record feedback from the college community.

Strategic Plan 2023-2027 - Projects

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

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

Greg Nuxoll



Meeting progress target

Progress Update: We have an agreed contact with the landscaping firm, Planning Design Studio, where they are working on the initial phases of the route 45 beautification plan. The College will be redoing the landscaping and "look" from Route 45. In addition, we plan to add another entrance south of entrance 2 with a turn lane. The work will make entrance 2 more of a ceremonial entrance and a great place for pictures while the new entrance 3 will be the main south entrance from campus.

Action Plan: Develop a master academic equipment upgrade plan.

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

Ike Nwosu



Project placed on hold

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

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Develop and implement leadership skills capacity.

Expand utilization of the Franklin Covey Leadership Development Suite.

Chris Uphoff Nees



Meeting progress target

Progress Update: The investment the Board of Trustees has made in the Franklin Covey Leadership resources is so appreciated by Human Resources and employees. Administrator and Supervisory staff, including Department of Corrections, have continued to benefit from an upgraded website in January 2023 and monthly trainings on topics relevant to front line leadership. In 2023, a new program utilizing Franklin Covey resources was offered to non-supervisory level employees titled, "Growing My Leadership" Topics include having a growth mindset, being proactive, building relationships, managing up & across, and giving & receiving feedback. During the Fall 2023 semester Franklin Covey training will include Faculty Division Chairs with the support of the Vice President of Academic Services.

Strategic Plan 2023-2027 - Projects

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

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



Meeting progress target

Progress Update: In March 2023, a Stay Interview questionnaire was provided to supervisors to begin early conversations with employees. The summer of 2023 was the transition to the new performance evaluation tool and we look forward to new ways to expand employee feedback on training and career goals. Additional Franklin Covey offerings has been conducted by Chris Uphoff-Nees.

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

Improve adoption of technology by effectively communicating and training employees. David Stewart



Meeting progress target

Progress Update: For HyFlex - ISS worked with DCs, instructors, and other leaders across the college to train, support, and update help documentation. ISS held several HyFlex training sessions on Staff Development Days and ad-hoc sessions for unique instructor needs. More faculty members utilized HyFlex in their courses this past year. Ike established a new HyFlex Committee to further define the goals, objectives and desired outcomes for this initiative across the college.

For MFA - ISS worked with MPR to create and communicate help documentation for users as we rolled out Multi-Factor Authentication across the college.

Cyber Awareness - ISS partnered with KnowBe4 to provide awareness training and testing of our users.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Develop a comprehensive employee attraction and retention plan

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

Dustha Wahls



Meeting progress target

Progress Update: A survey was sent out to supervisory staff in the late spring. The results were reviewed with Cabinet in April 2023. It was then determined that the flex work pilot would continue into FY24 with some slight modifications. An email to supervisors with the changes was sent out in July. An additional LOA with the paraprofessionals was signed to continue in the pilot.

Strategic Plan 2023-2027 - Projects

Research market practices and trends in wages and benefits for full and part time staff.

Dustha Wahls



Meeting progress target

Progress Update: This spring, a survey was generated and sent out to supervisory staff regarding the flex work pilot. From the results of this survey, some minor revisions were made regarding the pilot program. These updates were communicated to supervisors on July 20, 2023. A letter of agreement with the Paraprofessionals was signed to continue this pilot with College staff into FY24.

Proactively market the overall benefits of Lake Land College employment.

Dustha Wahls



Meeting progress target

Progress Update: With the implementation this summer of NeoEd for recruiting, the Colleges benefits are displayed easier with the recruiting materials. In addition, initial planning meetings with Kelly Allee on updating the College's website so that the College benefits are more easily identified and have a greater web presence. In addition, this is the second year that a Total Rewards Statement was sent out with the annual increase letter.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Establish departmental and divisional master plans.

Develop and disseminate a template for departmental and divisional master planning and train leaders on its usage.

Jean Anne Highland



Achieved - strategy development complete

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

Strategic Plan 2023-2027 - Projects

Action Plan: Expand mechanisms for fostering innovation and continuous improvement.

Develop and promote mechanisms to recognize and reward innovation and continuous improvement throughout the College.

Ike Nwosu



Project placed on hold

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

Strategic Project Description

Project Leader

Status Options

Progress Update

Action Plan: Utilize diversified media to build personalized relationships and communicate the significance of Lake Land faculty, staff and Alumnus. (Faculty web pages, video shorts, etc.)

1. Develop Faculty Web pages
2. Develop Individual Program Marketing Pages that will include a video, faculty spotlight, alumni spotlight and the hands-on opportunities from the program
3. Continue to produce videos
5. Continue to analyze data to determine best practices for content on each of the college's 8 social media platforms and the college community's 34 accounts that we monitor.
6. Raise awareness of the eight social media platforms throughout the college community.
7. Determine a means to connect more frequently with faculty to capture video moments and/or empower them to do so on their own social media accounts.
8. Complete a College Website Redesign

Kelly Allee



Meeting progress target

Progress Update:

- Develop Faculty Web pages - we have 67% of the 150 academic program new web pages completed. This will be an excellent marketing tool for this upcoming year. We have either a photo or a video, faculty spotlight, alumni spotlight and the hands-on opportunities from the program. This process included meetings and input with all faculty on campus.
- We have identified a recommended vendor for the website redesign project.
- We continue to build our social media presence to positively impact engagement.
- We featured 10 faculty members in the Majors issue of the magazine that went out to every household.
- We have featured faculty members in blogs and news stories during the past year including Greg Powers and Brian Lynch.

Strategic Plan 2023-2027 - Projects

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

Increase community awareness of innovative educational opportunities and services.

Kelly Allee



Meeting progress target

Progress Update: We continue to seek data points from Data Analytics to use in our marketing materials, including the website. We look forward to seeing what information can be used for this purpose from the CCSE.

We are actively seeking data points that will lead to infographics for a new Human Resources web page that highlights the benefits of working at Lake Land College.

Actively promote highly affordable Business Division programs.

Tynia Kessler



Meeting progress target

Progress Update: 6 students have utilized the 3 sets of coding books we have made available for their use when taking the credentialing exam. No results on exam status available. 33 Cosmetology/Esthetics students utilized the Chromebooks purchased for the department.

- 126 MOS tests given-
- 80 MOS certificates earned -
- 38 different students

Division faculty attended:

- Career Day - • 4 Laker Visit Days - • Cumberland High School Career Day - • Mattoon High School Career Night - • Paris High School Career Day - • Mattoon High School Futures Day -
- Mattoon High School Homecoming Parade and • Hosted the annual Business and Computer Contest.

Interacting with over 200 prospective students.

For the 2022-2023 academic year, we had 22 students in the Court Reporting program. Of those, 8 students were assisted by renting a steno machine from our program until their machine was delivered.

Number of students reached: 25




- 67 passed certification out of 74 testing in Photoshop, Illustrator and InDesign Fall 2022 and Spring 2023 (Photoshop, Illustrator and InDesign course)
 - 3 passed certification out of 3 testing in Photoshop, Illustrator and InDesign Spring 2023 (graphic Design Capstone course)
- Scott Rhine with Brett Sawyer attended the CIL-CON and Effing-Con IT Conventions. Spoke with 15 potential students.

Strategic Plan 2023-2027 - Projects

Focus Area 4: Partnerships to Enhance Student Success.

- A. Advance relationships among education, community, and workforce partners to support job readiness, local industry, and workforce development.
- B. Strengthen and continually support transfer options and career pathways.

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Strategically engage with high school students during each year of high school to advise them on their specific academic and career goals and what paths at LLC are available to them.			
Refer to GPSEM Plan.	Pam Hartke		Guided Pathways Project
Actively engage potential Business Division students to explore campus and division programs. Engage students in an interactive GooseChase activity to increase their interest in exploring careers offered in the Business Division. Progress Update: 71 Participants - Spring 2023 GooseChase mission for Business & Computer Contest No Results yet - Fall 2022 GooseChase mission for Cosmetology/Esthetics Department	Tynia Kessler		Meeting progress target
Visit various high schools to recruit and present divisional program information.	Charles Jarrell		Meeting progress target
Progress Update: High school visits were performed during the spring 2023 semester. Some of the high schools visited included Paris, Mattoon, Charleston, Effingham, and Neoga. As a result of the visits, we did see a number of the students that we talked with enroll during the Fall 2023 semester.			

Strategic Plan 2023-2027 - Projects

Offer and expand upon inaugural MSD Open House for in-district high schools

Mike Rudibaugh



Meeting progress target

Progress Update: MSD Offered Second Annual Open House on March 31, 2023 - Met with CBI Director, Bonnie Moore, in Fall 2022 to discuss to potential industry partners and ways for them to support the event with resources. Relating to technical and timing issues no partners or resources were identified for the year-2 event.

The MSD Open House Director, Dr. Laurie Rincker, leveraged survey results from the year-1 event to modify and improve year-2 by tweaking the following session and event formats to improve participant satisfaction with Open House Sessions. We lengthened the time of the event by 1-2 hours total length running from around 9 AM to 1PM. Participants felt event was rushed in year-1 and we also included a lunch and concurrent student panel session with current LLC STEM students discussing their experiences, recommendations, and career pathways with Open House participants.

This year as well we improved communication with participants by sending out follow-up text message with contact information with STEM faculty and counselors that indicated they wanted more information about courses-programs at LLC from workshop survey. We also tracked and did follow-up with 2022 participants and found that 26 of the 104 participants registered in the following year for courses at LLC. This does not indicate these students registered because of the MSD Open House, however, it does indicate that around 25% of the participants did register for LLC from the MSD Open House student population.

Student Responses (n=104)

As a result of the presentations, I better understand STEM courses and technology offered at Lake Land College. - 4.54

I am more likely to register for a Lake Land College course or program after this event. - 3.84

The overall format of the open house provided hands-on opportunities to explore different areas of math and science. - 4.71

The length of time for each session was sufficient. - 4.33

The Q & A panel provided helpful knowledge and student's perspectives about Lake Land College. - 4.47

Teacher/Parent Responses (n= 7)

As a result of the presentations, I better understand STEM courses and technology offered at Lake Land College. - 5.00

I am more likely to register for a Lake Land College course or program after this event. - 5.00

The overall format of the open house provided hands-on opportunities to explore different areas of math and science. - 5.00

The length of time for each session was sufficient. - 5.00

The Q & A panel provided helpful knowledge and student's perspectives about Lake Land College. - 5.00

Strategic Plan 2023-2027 - Projects

Implement an Allied Health Recruitment Master Plan

Erin Swingler



Meeting progress target

Progress Update: Strategically engage with high school students during each year of high school to advise them on their specific academic and career goals and what paths at LLC are available to them

Allied Health faculty and staff have participated in multiple activities that give evidence that this goal has been met:

- EMS staff attended 2 career fairs at district high schools, and hosted a career fair at the College through Career Services.
- Multiple nursing faculty made visits to High Schools and engaged with students on academic pathways available at the College and potential careers that the pathway would make them eligible for.
- EMS, Nursing, Basic Nurse Assisting, Dental Hygiene, Phlebotomy, Physical Therapy, and Massage participated in the Allied Health Open House, Kluthe Days, and Career Day.
- Medical Assisting participated in Career Day, Kluthe Day, and met with multiple high school guidance counselors.
- BNA faculty worked in close collaboration with students in the Pana area due to a dual credit BNA course offering.
- PTA and MAS participated in the Mattoon High School Career Day.
- Dental Hygiene and EMS have participated in community parades promoting Lake Land College and Allied Health Programs.
- Dental Hygiene participated in the Paris High School career fair.

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

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

Tessa Wiles







Meeting progress target

Progress Update: Dual Credit is currently working with the Technology Division to bridge the gap and provide more consistent communication based on the new PWR law pathways being created. Options have included summer school opportunities, in-school activities for Lake Land to spark interest for the Technology trades, school visits with Technology instructors/Division Chair, and newsletters for high school Freshman and Sophomore, before the age of 16, to encourage students to continue on the pathway of the dual credit program and post-secondary education.

Dual Credit was on a working group for ideas to create summer camps/school options for middle school grades 6-8, however, it was deemed Workforce's purview as summer schools have been previously provided through that department.



Strategic Plan 2023-2027 - Projects

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Actively participate in high school career focused programs (LIFT, ERCA, etc.)			
Continue development of partnerships with LIFT and ERCA to expand availability of high school career focused programs.	Ike Nwosu		Meeting progress target
Progress Update: Continued talks with LIFT and ERCA to develop coursework. Technology and Allied Health are in the process of creating courses that can be offered as career exploration but also satisfy program requirements for some programs.			
Action Plan: Continue to develop clear pathways for students to transition from high school to Lake Land.			
Refer to GPSEM Plan.	Pam Hartke		Guided Pathways Project
Action Plan: Provide a financial structure to ensure all district students have access to dual credit opportunities.			
Review Cost Structure for Dual Credit and Dual Enrollment	Tessa Wiles		Future Project
Progress Update: The Dual Credit Program currently has meetings scheduled in the Fall 2023 semester with other necessary departments (i.e. Accounting, Data Analytics, Academic Services) in regards to evaluating budget, cost, and data to create new financial structure.			
Action Plan: Enhance opportunities for Lake Land faculty to teach dual credit and dual enrollment courses.			
Develop a data centered understanding of the impact and value of Dual Credit	Tessa Wiles		Meeting progress target
Progress Update: The Dual Credit Program has been working with all Divisions to create new Dual Credit Option 2 and Dual Enrollment options. New opportunities available to student in the academic year 2023-2024 include Allied Health EMS-050 and HED-290. These opportunities have been possible due to the Perkins Grant funding and Administration relieving some of the financial burden to the students for the pilot programs. Social Science and Education is launching a new EDU-100 course available for dual credit high school students. We have continued create promotional programming around the Dual Credit Automotive Program. Future discussions include a Criminal Justice option, a BIO-100 option, and Foreign Language opportunities for high school students.			

Strategic Plan 2023-2027 - Projects

Objective 3: Expand corporate partnerships, work-based learning opportunities and apprenticeship programs.

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Develop a process map for apprenticeships, registered and non-registered.			
Expand apprenticeships into new employment sectors.	Christine Strohl		Meeting progress target
<p>Progress Update: CBI has hired an Apprenticeship Coordinator to develop orientations.</p> <p>Internal relationships have developed and continue to grow</p> <p>Apprenticeship has been developed in Early Childhood Education and working toward a nursing apprenticeship</p>			
Develop relevant and industry supported pre-apprenticeships and youth apprenticeships.	Bonnie Moore		Meeting progress target
<p>Progress Update: Lake Land College has registered one youth apprentice in the Automotive Technician Program with KC Summers Auto Group. We are working with Charleston High School and EIEFES to further develop youth apprenticeships in this area.</p> <p>Bonnie and Nate continue to meet with LIFT to discuss partnership opportunities but there has been some difficulty in commitment from the LIFT side due to this being their first year. Efforts to recruit business partners to support their programs financially has been higher priority for their team this fiscal year than anticipated. There have been additional complications with LIFT instructors because most do not hold the proper credentials to offer dual credit - this has caused some communication barriers with administration and confusion for business partners. I anticipate these programs will be developed more in FY2024.</p> <p>Bonnie continues to be involved with ERCA discussions and curriculum development.</p> <p>Bonnie, Nate and Justin have visited high schools to discuss apprenticeship opportunities. High schools include Mattoon, Martinsville, and Stewardson-Strasburg. Bonnie is currently in contact with Charleston High School to discuss pre- and youth apprenticeship opportunities.</p> <p>We are continuing to work toward youth apprenticeship models with K-12 partners and businesses. KC Summers has one registered youth apprenticeship in Automotive Tech. The student started in high school dual enrollment and will be continuing in the automotive program this semester.</p>			

Strategic Plan 2023-2027 - Projects

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

Michael Beavers



Meeting progress target

#1 If students are going to work they need a consistent and concise class schedule. We have instituted tech 2day. So that students will come to class two days a week can work the other 3 days. This starts fall 2023.

#2 For those students who currently work full time and the current class schedule makes it too difficult or impossible to attend classes we are implementing FlexTech Academy (this may not be the name we land on but it will be similar). Students can access an "open lab" where they work with an instructor in a competency-based environment. They can schedule time in the lab from 8 am -8 pm 3 days a week and that time can change data to day if needed. This is being planned to start fall of 2024.

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

Centralize the collection and promotion of work-based learning opportunities

Tina Moore



Meeting progress target

Progress Update: Handshake has been fully implemented and the IEC is working with MPR and academic divisions to market the platform to students.

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

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

Christine Strohl






Meeting progress target

Progress Update: The need for a business and community partner database is still needed. Planned progress has been interrupted however with refocus in summer of 2024. A revision of the timeline will be included.

Strategic Plan 2023-2027 - Projects

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

Strategic Project Description	Project Leader	Status Options	Progress Update
Action Plan: Expand relationships at the local, state and federal level to enhance grant and private donor funding opportunities for students.			
Identify priorities and areas of support needed and funders to help make introductions of existing and current relationships to match with projects of support.	Christi Donsbach		Meeting progress target
<p>Progress Update: Thanks to the implementation of our new donor software, Blackbaud Raiser's Edge NXT, back in March of 2023, we are able to better track and identify number of donor visits along with funds raised. Fiscal Year 2023 ranked the third highest year in Foundation history in fundraising with over 2,000 donations recorded and raising more than \$3.25M in donations. The Foundation also increased the number of donor visits. In January 2023, the Foundation updated one of our staffing positions to also include fundraising which will help increase funds and donor cultivation.</p> <p>In June of 2023, the Foundation team attending a seminar at Lincoln Land Community College and learned about an external relations plan from one of the speakers. The plan has since been shared with the Workforce Development team and a new database is being explored and implemented to help track and advance relationships throughout the college with external stakeholders.</p> <p>In July of 2023, the Foundation Board held their own Strategic Planning which is in draft form currently. One of the main goals is to better align with the Colleges strategic planning in order to identify key areas funds are needed outside of scholarships.</p>			
Pursue networking opportunities with internal and external partners to benefit grant opportunities.	Bethany Craig		Meeting progress target
<p>Progress Update: I have established positive relationships both internally and externally including but not limited to attending and networking at East Central Illinois Development Corporation (ECIDC) meetings, Lake Land College Professional Advisory Committee Meeting with local school districts, Community Update Breakfast hosted by Mattoon and Charleston Chambers of Commerce, presenting at Lake Land College All Staff Meetings and Lake Land College Supervisory Meetings.</p>			
Create and utilize an internal Grant Advisory Committee.	Bethany Craig		Achieved - strategy development complete
<p>Progress Update: Grants Advisory Committee has been established and met in the Fall 2022 semester and the Spring 2023 semester.</p>			

Strategic Plan 2023-2027 - Projects

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

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

Bethany Craig



Achieved - strategy development complete

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

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

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

Lynn Breer



Meeting progress target

Progress Update: The community service survey was developed in Spring 2023 and administered to all full and part time employees at Lake Land College. In Spring 2023, 109 employees responded to the survey and provided information related to their volunteer service and board memberships for various organizations in their community. Results were uploaded into SPMS and will be shared with the community in Fall 2023.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

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

Develop a database for all current and future articulation agreements.

Heather Nohren



Meeting progress target

Progress Update: I'd like to receive more clarification about what is expected on this initiative. When the transfer coordinator position was moved to me, Emily Hartke handed over a database of articulation agreements (electronically and hardcopy), along with the responsibility for updating the webpages listing the College's transfer and articulation agreements. Some additional clarification on the database would be much appreciated.

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

Heather Nohren



Future Project

Strategic Plan 2023-2027 - Projects

Action Plan: Operationalize the early childhood education consortium model.

Evaluate and monitor the implementation of the early childhood consortium model

Charles Jarrell



Meeting progress target

Progress Update: The results of our evaluation and monitoring was that we saw the need to make the following changes. Eliminate the 20 hour practicum as recommended by the state and to combine the clinical and seminar classes.

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

Strategic Project Description

Project Leader

Status Options

Progress Update

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

Work with IDOC and IDJJ leadership to study occupational needs.

Jennifer Billingsley



Meeting progress target

Progress Update: Lake Land College continues to improve training opportunities in IDOC programs. A Warehousing Program opened at the Decatur Correctional Center to complement the new Manufacturing Program added in the previous year. A new Warehousing Program is being introduced at the Hill Correctional Center with equipment purchased in FY 23. In addition, computer labs serving Career Technology classrooms were updated at 12 correctional sites with 3 more to be completed in Fall 2023. The labs utilize the local area network within IDOC to connect to an isolated server on campus to provide software and content upgrades as needed. Any additional programs will be determined during negotiations with IDOC as the College enters the final year of the current agreement.

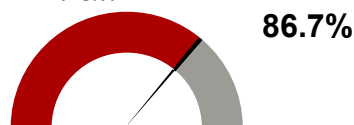
Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

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



Fall 2022



Fall 2022 to Spring 2023

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

National Average - 75.6%
Goal - 78%

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

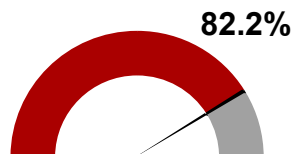
Goal - 85%

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

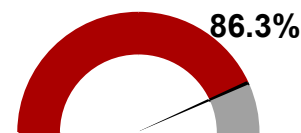
All Modalities



Summer 2022



Fall 2022



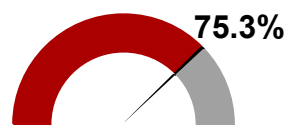
Spring 2023

Goal - 85% across all modalities

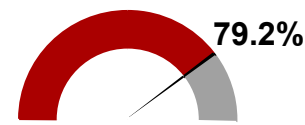
Online/Hybrid



Summer 2022



Fall 2022



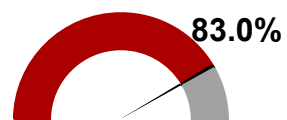
Spring 2023

Stretch Goal - 90%

Face-to-Face



Summer 2022



Fall 2022



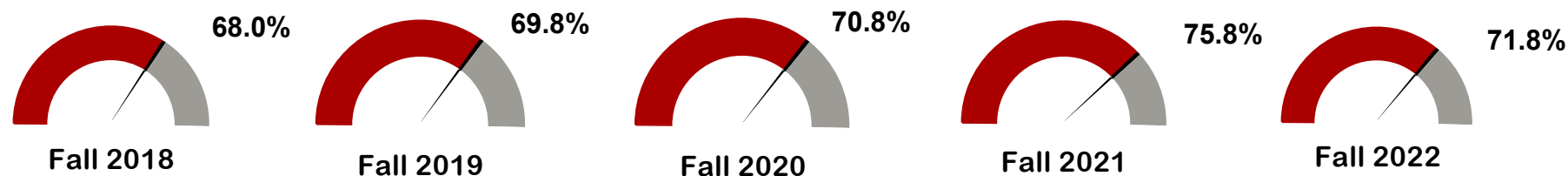
Spring 2023

Strategic Plan 2023 - 2027 Key Performance Indicators

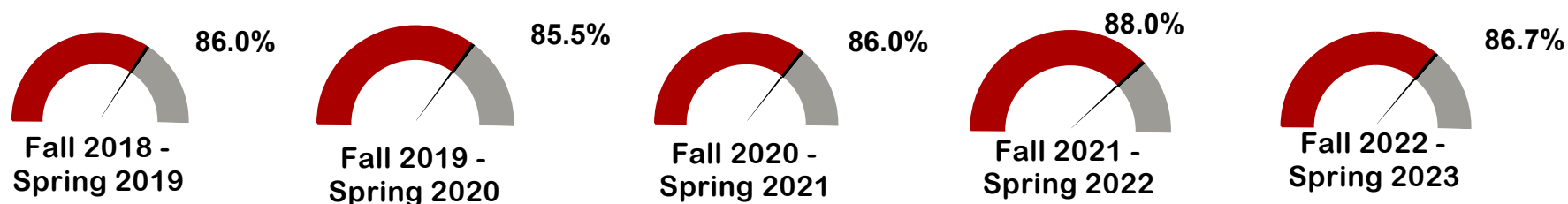
STUDENT EQUITY & SUCCESS

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

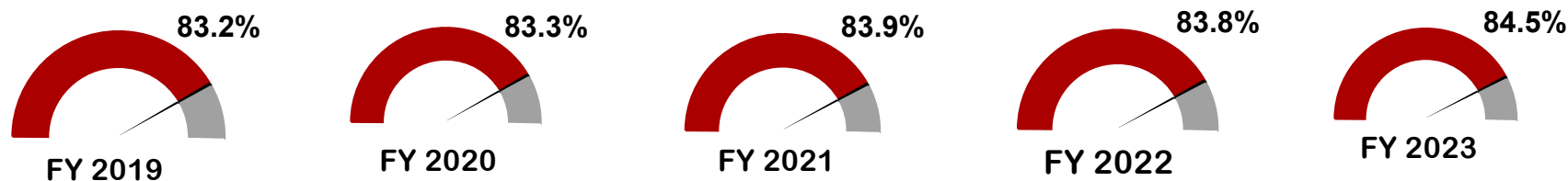
Fall-to-Fall (Year/Year)- First Time/.Full-Time/Degree Seeking - Students who enrolled their first year and continued enrollment to the next year or completed their degree and graduated.



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



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



Strategic Plan 2023 - 2027 Key Performance Indicators

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

Economically Disadvantaged						
2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	
84.7%	85.8%	84.0%	85.2%	86.0%	83.3%	
Academically Disadvantaged						
2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	
83.8%	82.0%	81.6%	82.1%	80.0%	80.2%	
First Generation						
2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	
83.8%	84.0%	81.1%	82.7%	85.5%	83.5%	
Single Parent						
2017FA	2018FA	2019FA	2020FA	2021FA	2022FA	
77.8%	79.8%	83.8%	87.9%	86.8%	74.5%	
Ethnicity						
	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA
American/Alaska Native	62.5%	72.7%	81.8%	80.0%	71.4%	75.0%
Asian	100.0%	64.3%	100.0%	100.0%	87.5%	100.0%
Black or African American	78.1%	83.6%	66.7%	68.4%	70.4%	76.9%
Hawaiian/Pacific Islander			66.7%			100.0%
Hispanic	78.8%	90.3%	83.3%	75.8%	79.2%	86.8%
White	85.7%	86.1%	86.3%	87.1%	88.8%	87.5%
No Response or Unknown	85.3%	92.3%	94.1%	87.7%	93.9%	81.8%

**Diversity,
Equity,
Inclusion
and
Belonging**

**Goal
85%**

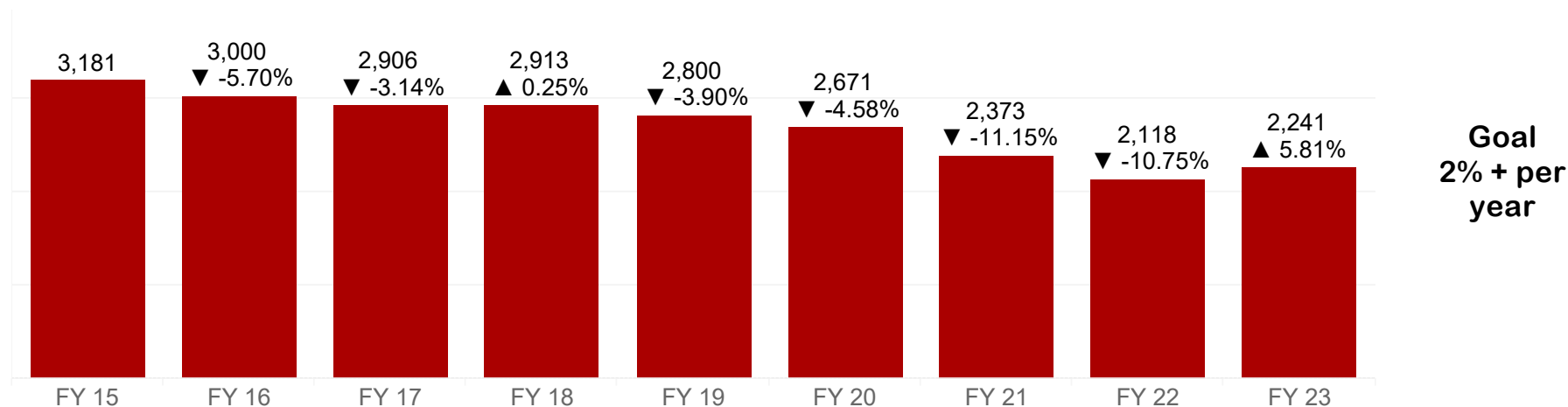
Note: Based on the results above it confirms that the wrap-around service and additional support that we provide increases the retention among our DEIB population.

Strategic Plan 2023 - 2027 Key Performance Indicators

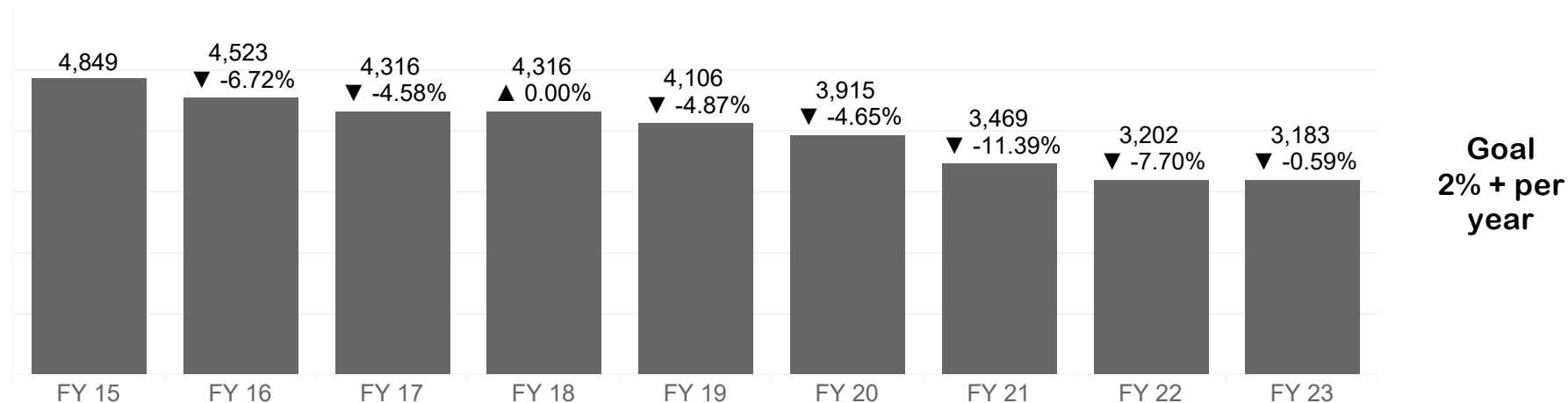
STUDENT EQUITY & SUCCESS

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

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



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

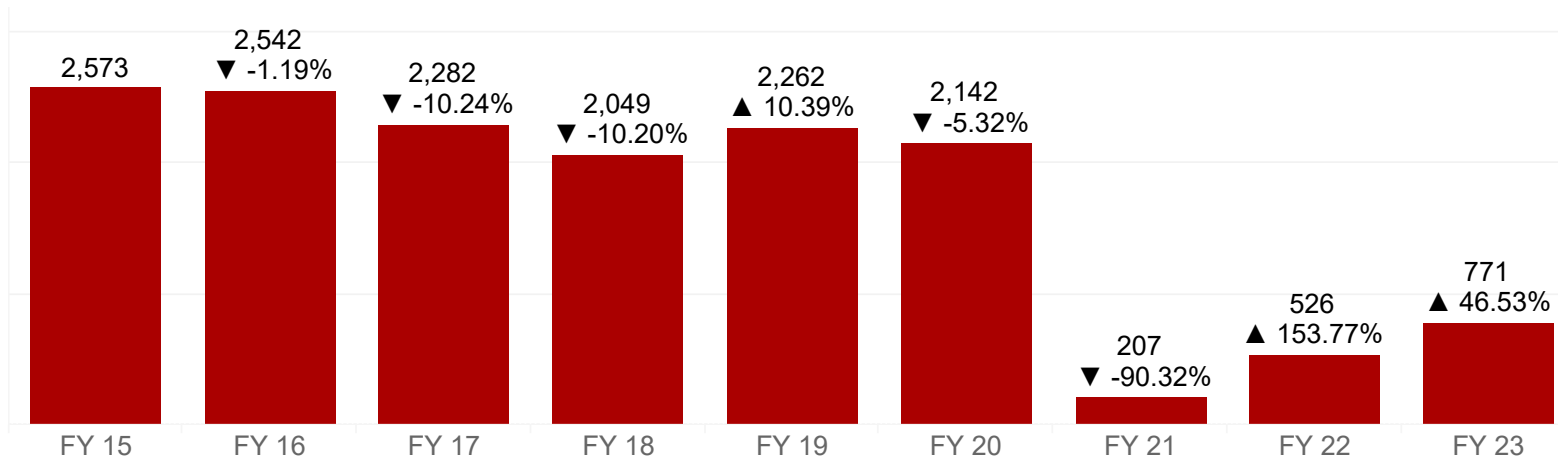


Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

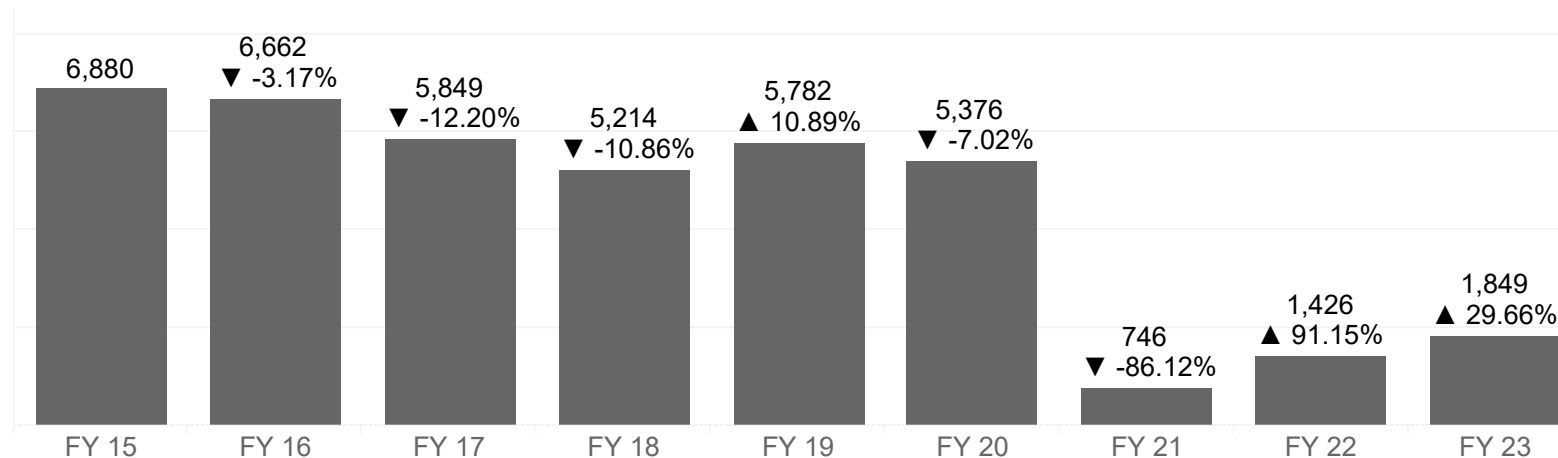
Department of Corrections Annual Enrollment - Students enrolled in at least one credit bearing course during the academic year.

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



DOC enrollment is limited by access at each site and not controlled by the College.

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

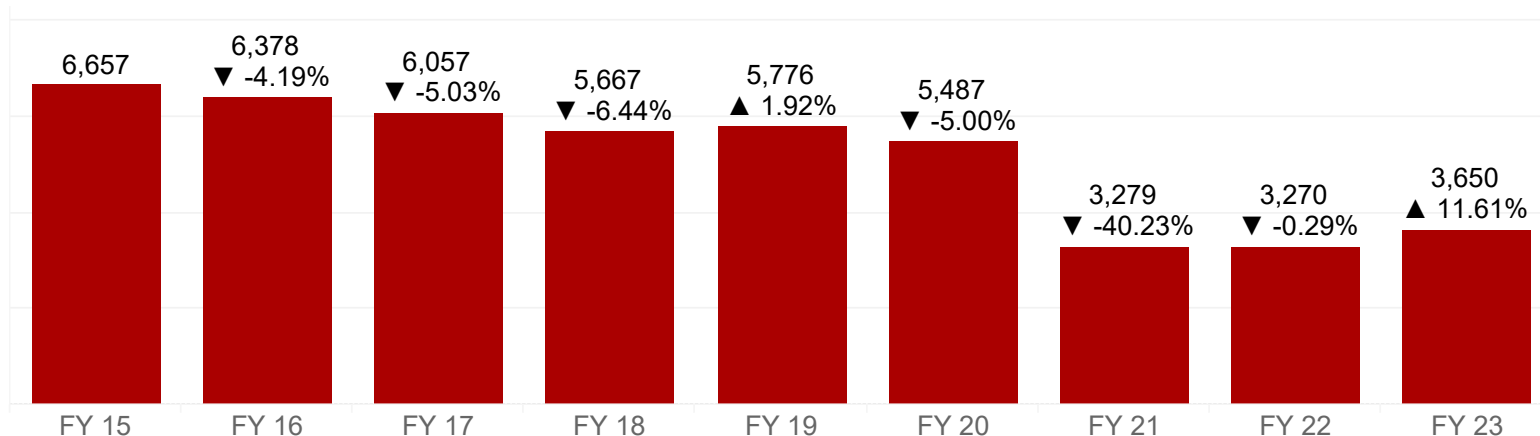


Strategic Plan 2023 - 2027 Key Performance Indicators

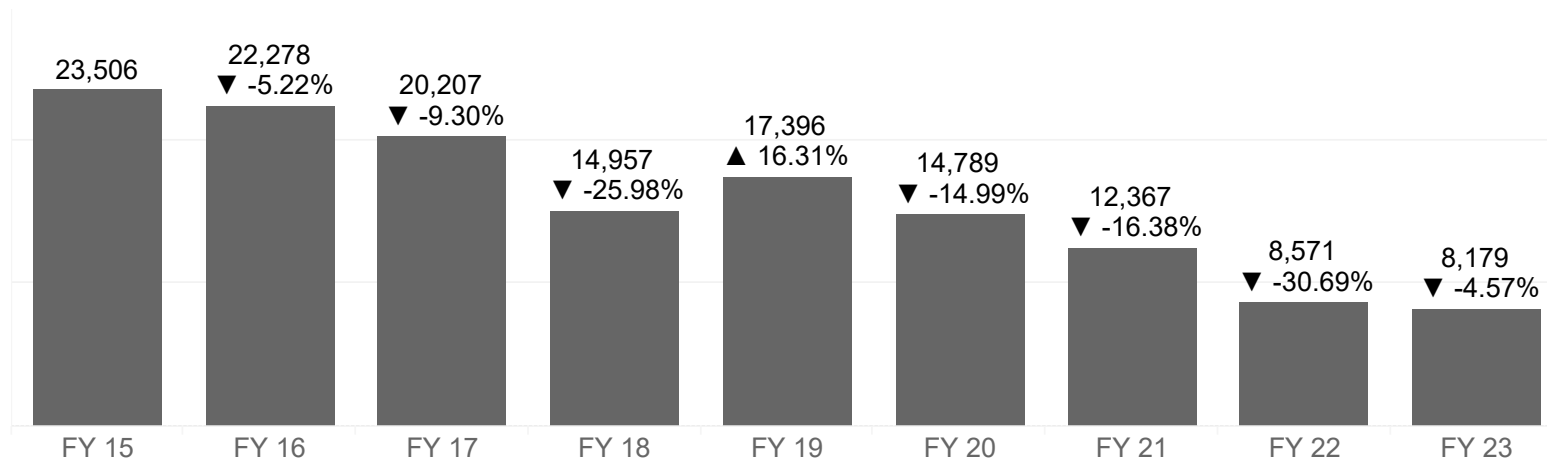
STUDENT EQUITY & SUCCESS

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

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



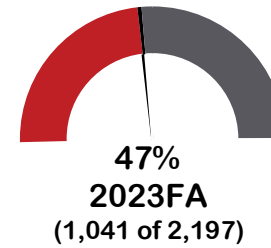
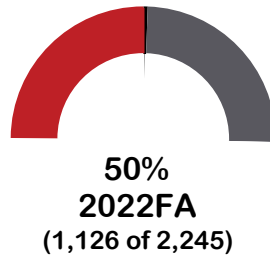
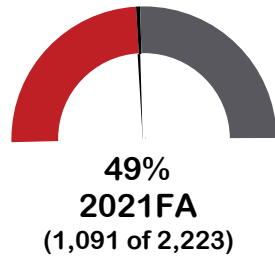
Head Count - 1 enrolled student = 1 head count in any of the three terms in the academic year.



Strategic Plan 2023 - 2027 Key Performance Indicators

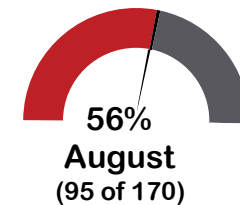
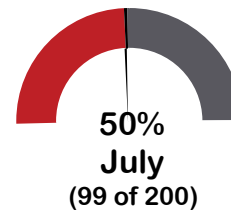
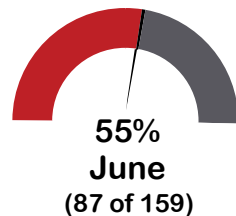
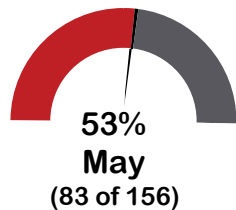
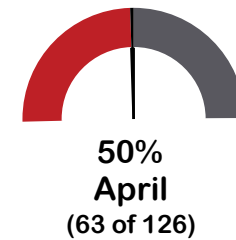
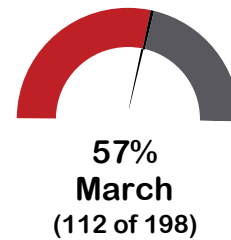
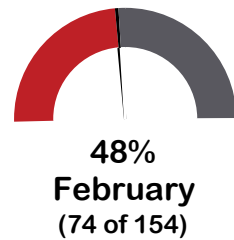
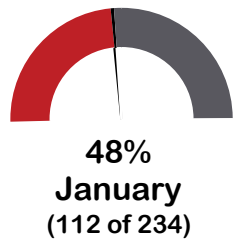
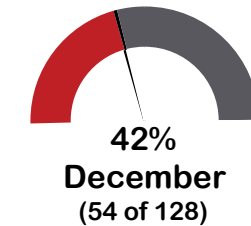
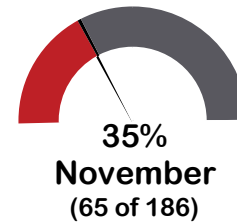
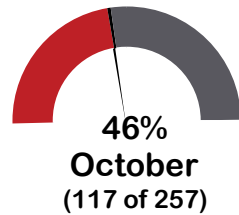
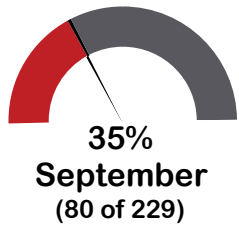
STUDENT EQUITY & SUCCESS

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



Goal
55%

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

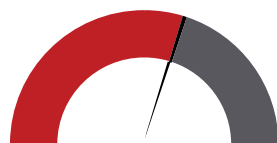


Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

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

Current Year High School Grads



59%
2021FA
(624 of 1,055)



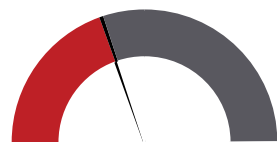
59%
2022FA
(647 of 1,091)



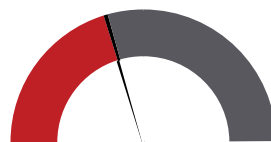
54%
2023FA
(595 of 1,098)

**Goal
60%**

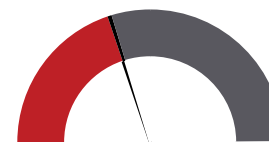
All Other New Applicants



40%
2021FA
(467 of 1,168)



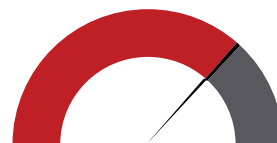
41%
2022FA
(479 of 1,154)



41%
2023FA
(446 of 1,099)

**Goal
55%**

Current Year High School Grads who applied and attempted dual credits



73%
2021FA
(348 of 477)



72%
2022FA
(323 of 446)



65%
2023FA
(280 of 433)

**Goal
75%**

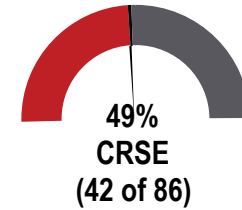
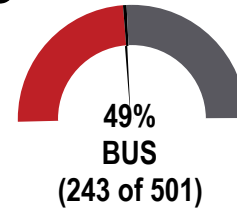
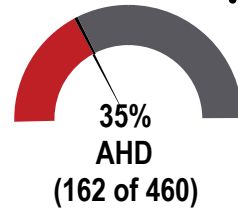
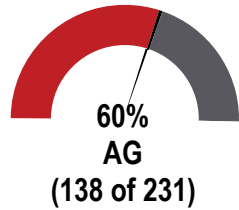
Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

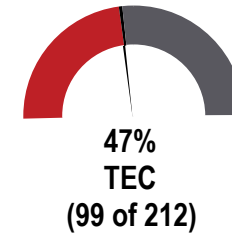
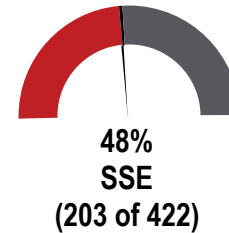
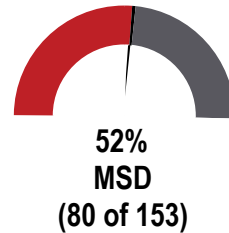
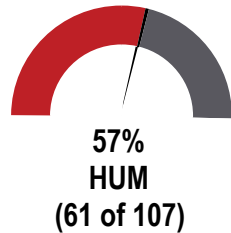
Student Matriculation - percentage of applicants who apply and then enroll at the College.

By Division

Fall 2023



CRSE is Course Enrollees



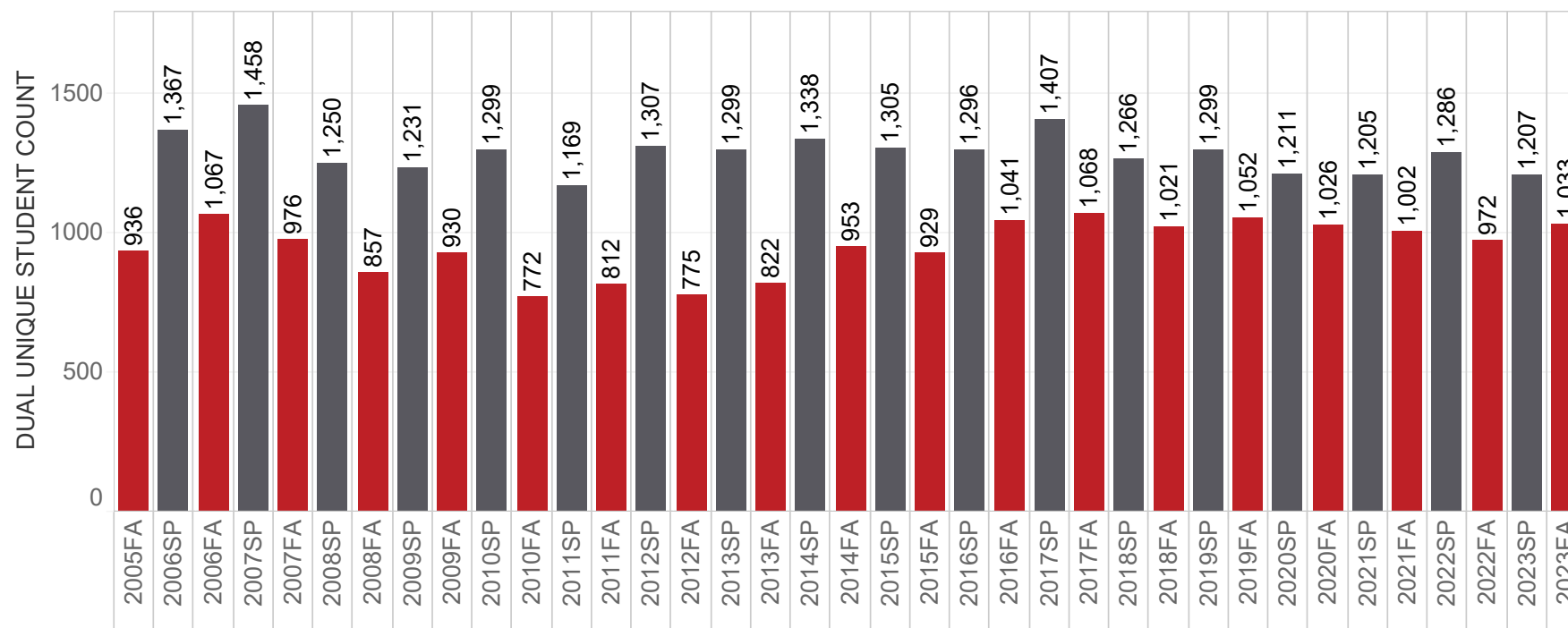
Each Division should set their
own stretch goals
Overall College Goal - 60%

Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

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

DUAL CREDIT ENROLLMENT BY TERM



Goal 5% Annual Increase

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

Strategic Plan 2023 - 2027 Key Performance Indicators

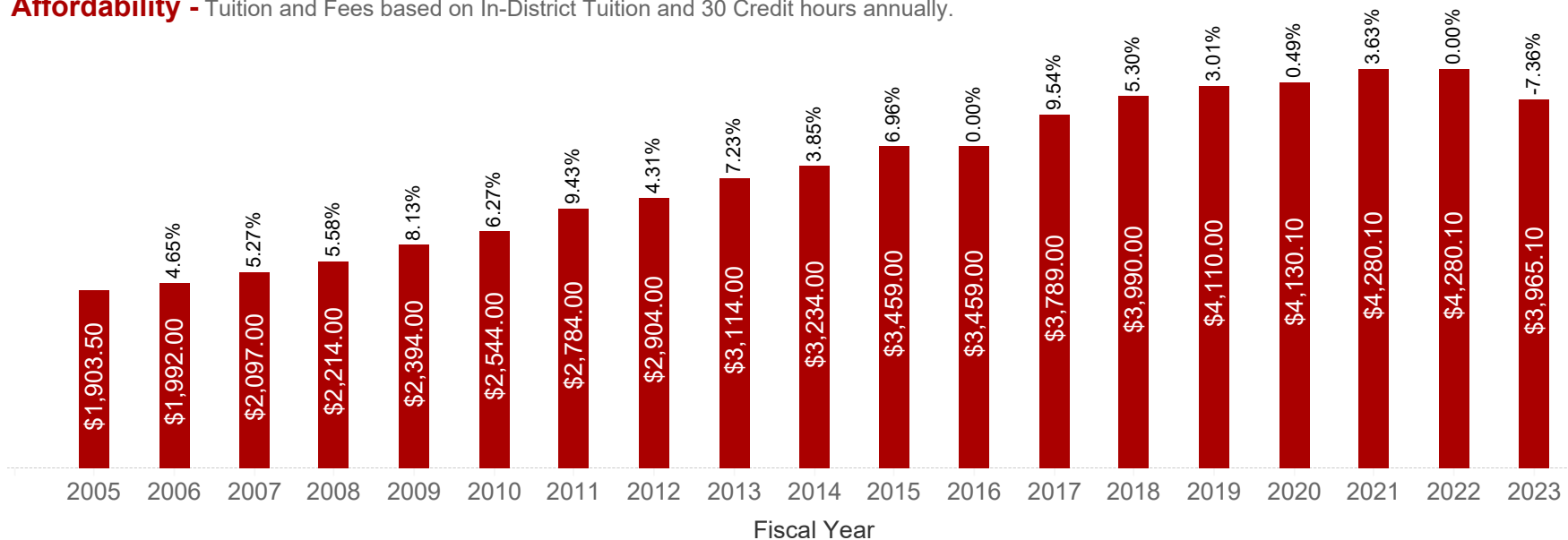
STUDENT EQUITY & SUCCESS

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

Degrees Awarded

Degree	2017	2018	2019	2020	2021	2022
Associate Engineering Science	5	8		5	5	7
Associate in Applied Sciences	374	376	397	356	311	341
Associate in Arts	125	198	290	287	283	245
Associate in Liberal Studies	49	46	44	50	38	26
Associate in Science	201	165	73	55	49	58
Certificate	235	276	278	266	283	279
Department of Corrections	2,470	2,206	2,450	2,714	292	775
Technical Training	339	262	231	176	186	189
Grand Total	3,798	3,537	3,763	3,909	1,447	1,920

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

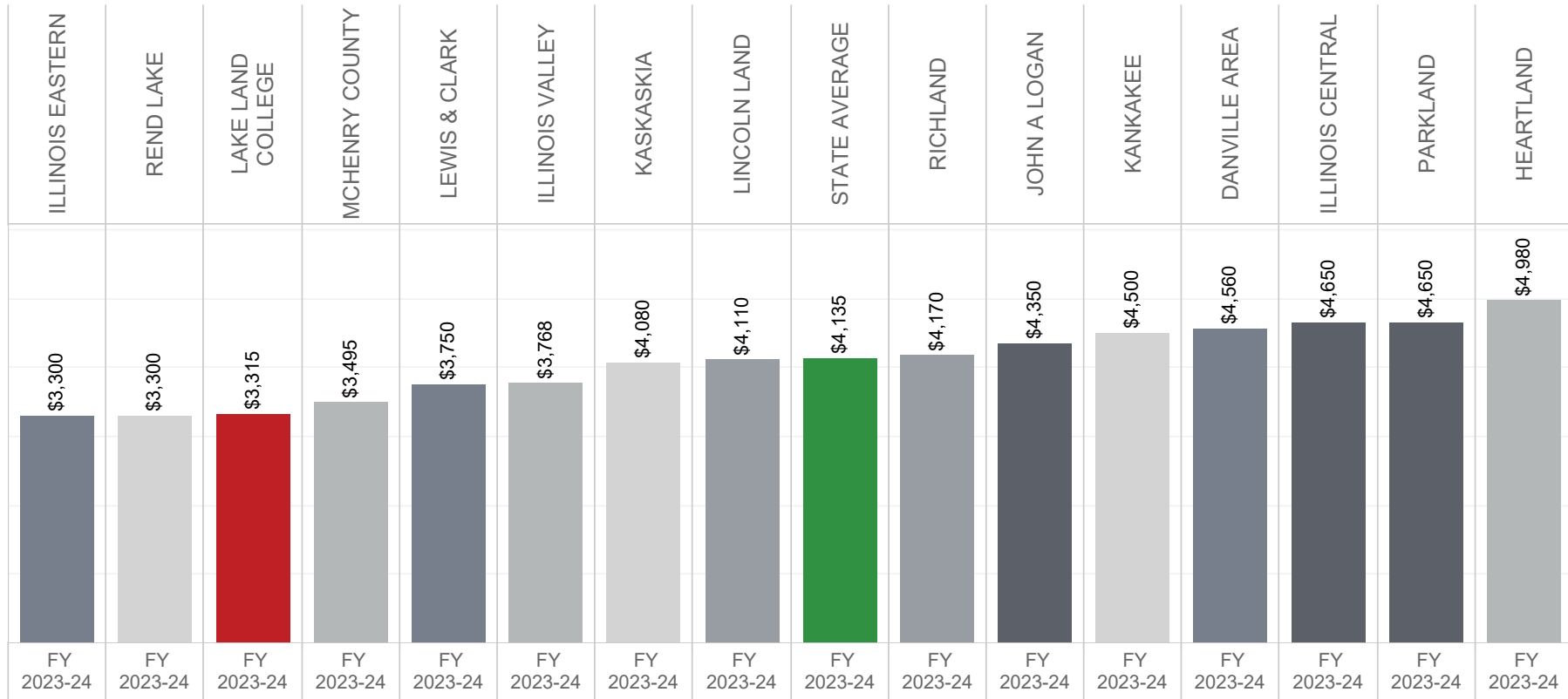


Strategic Plan 2023 - 2027 Key Performance Indicators

STUDENT EQUITY & SUCCESS

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

Tuition and Fees based on 30 student credit hours



GOAL - Remain in lower 1/3 of Community Colleges in Illinois

Lake Land is the 3rd lowest to the student for Tuition and Fees compared to our Peer Colleges and Colleges adjacent to our district.

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

Strategic Plan 2023 - 2027 Key Performance Indicators

INSTITUTIONAL & EMPLOYEE EXCELLENCE

Employee Retention

Goal

Average Years of Service = 15.0

Administrators

Count: 45

Average Years of Service: 9.7

Max Years of Service: 32.0

Min Years of Service: 0.0

Faculty

Count: 113

Average Years of Service: 15.7

Max Years of Service: 30.7

Min Years of Service: 0.13

Supervisors

Count: 20

Average Years of Service: 12.5

Max Years of Service: 27.0

Min Years of Service: 0.08

Support Staff

Count: 174

Average Years of Service: 6.8

Max Years of Service: 25.4

Min Years of Service: 0.04

Custodian

Count: 23

Average Years of Service: 7.1

Max Years of Service: 24.8

Min Years of Service: 0.04

Para Professionals

Count: 27

Average Years of Service: 8.7

Max Years of Service: 30.1

Min Years of Service: 0.04

Full-Time

Count: 402

Average Years of Service: 10.1

Max Years of Service: 32.0

Min Years of Service: 0.00

Part-Time

Count: 126

Average Years of Service: 10.8

Max Years of Service: 43.7

Min Years of Service: 0.00



Strategic Plan 2023-2027 - Key Performance Indicators

Direct Instructional Unit Cost

Goal

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

**Lower 1/3
of
Community
Colleges in
Illinois**

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

Strategic Plan 2023-2027 - Key Performance Indicators

Focus Area 4: Partnerships to Enhance Student Success.

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

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

Center for Business and Industry

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
	# Students	# Students	# Students	# Students	# Students
Commerical Driver Licensing (CDL)	89	70	42	73	125
Continuing Education - Professional Development	447	214	161	253	300
Contract Training	880	67		204	200
Traffic Safety (5 Counties)	1150	1014	746	762	872
Testing (CNA & Paraprofessionals)	263	335	371	265	362
Summer College for Kids	110				
Total	2939	1700	1320	1557	1859
Change		-42%	-22%	18%	19%

Goal
20% Increase

FY2020 & FY2021 were impacted by the pandemic

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

Strategic Plan 2023-2027 - Key Performance Indicators

Institutional Effectiveness

Grants

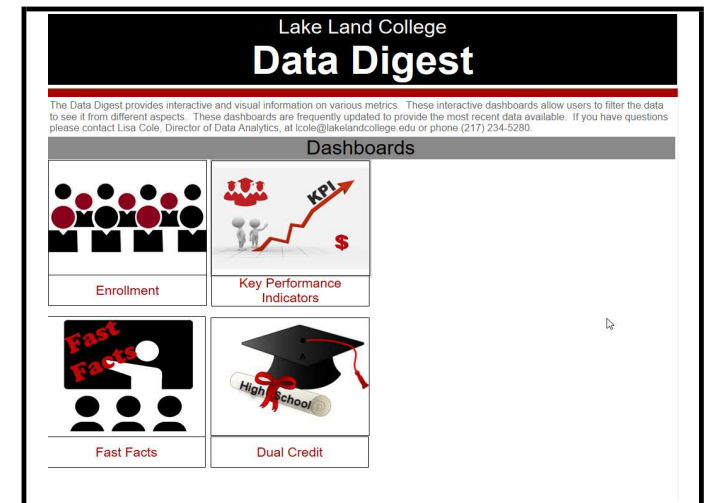
	Awarded/ Applied	Amount Awarded
FY 2023	15 / 25	\$ 2,029,439.35

Institutional Research

PACE College Climate Employee Survey and the Noel Levitz student survey were administered in Spring 2023 and were presented to the Board of Trustees and College

Data Analytics

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



Strategic Plan 2023-2027 - Key Performance Indicators

Assessment

Assessment Projects represented in each of the following areas:

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

Goal
100%
On Time

* Assessments were complete but not as of due date.

+ DOC has not reached full instructional delivery after pandemic

Strategic Plan 2023-2027 - Key Performance Indicators

STUDENT EQUITY & SUCCESS

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

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

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

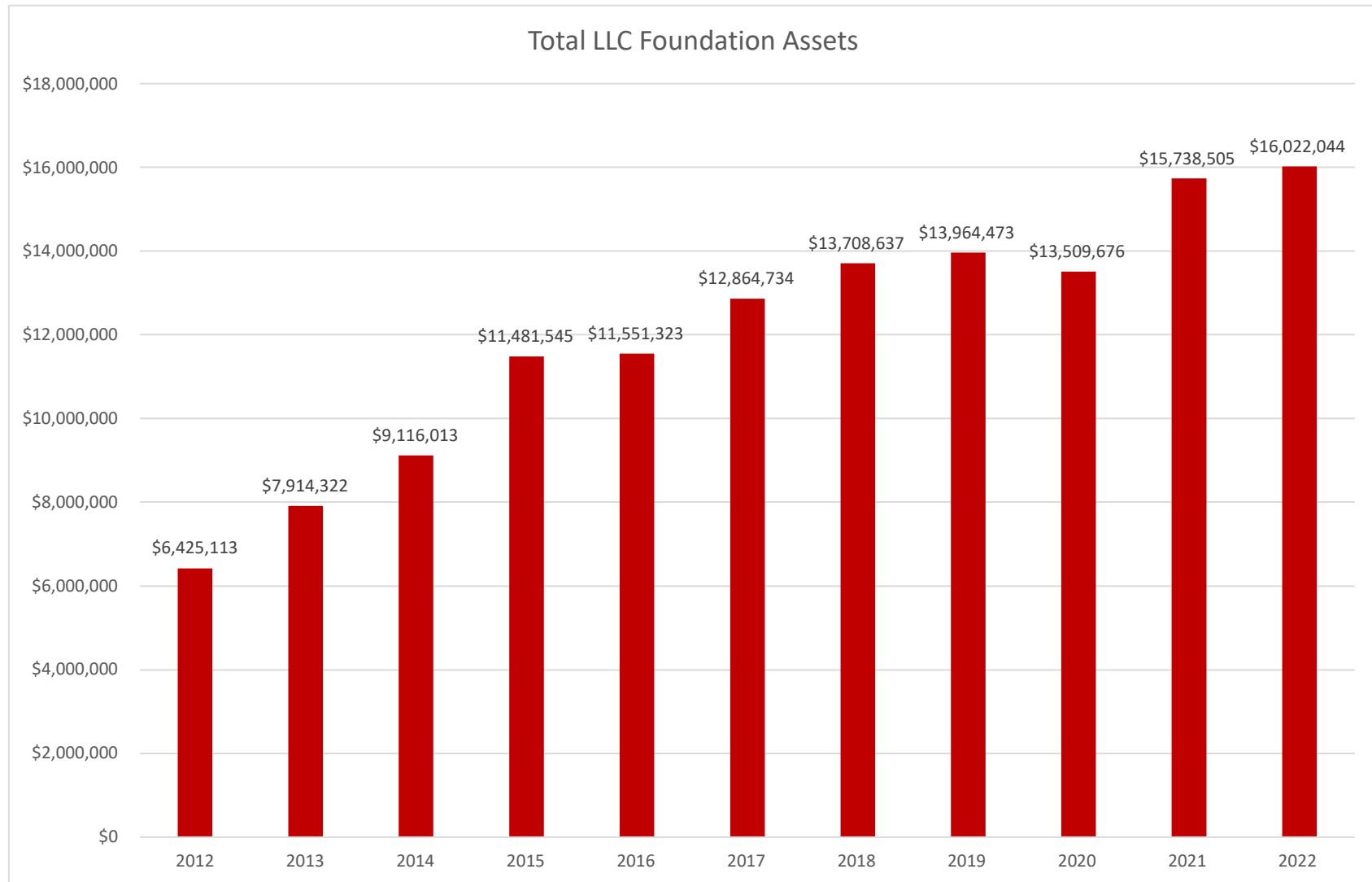
	Eastern Illinois University	Southern Illinois University Carbondale	Southern Illinois University Edwardsville	University of Illinois @ Urbana	Illinois State	Millikin	Indiana State, IN	Ivy Tech, IN	Kaskaskia	Parkland	Illinois Eastern
2023	128	29	17	34	18	13	23	18	16	23	33
2022	127	30	35	28	23	7	12	6	25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

Goal

Lake Land remains the preferred College for those attending - 55%

Decrease in the number of students not attending any College - Less than 45%

Strategic Plan 2023-2027 - Key Performance Indicators



Goal
5%
increase

TERMINOLOGY

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

STRATEGIC PLANNING COMMITTEE MEMBERS

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

CHAIR

Jean Anne Highland, Chief of Staff

COMMITTEE ASSISTANT

Seirra Laughhunn, Executive Assistant to the President's Office

MEMBERS

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

Lisa Cole, Director of Data Analytics

Tanishia Fulk, Student Services Specialist III - Admissions

Matt Greider, History Instructor

Pam Hartke, Associate Dean of Enrollment

Peighton Hinote, Coordinator for Student Communication & Initiatives

Brian Lynch, Economics Instructor

Lisa Madlem, Director of Assessment & Program Review

Ike Nwosu, Vice President for Academic Services

Tony Sharp, Director of Enterprise Applications

Madge Shoot, Comptroller

Lisa Shumard-Shelton, Director of Student Life

David Stewart, Chief Information Officer

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