

Strategic Planning FY 2019-2022

Bi-Annual Report to the Board of Trustees

January 5, 2022

Mission Statement:

Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve. Our college fulfills this mission through: university transfer education; technical & career education; workforce development, community and continuing education; intellectual and cultural programs; and support services.

Vision Statement:

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

LAKE LAND
COLLEGE

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Update from the President:

We present the *Strategic Plan Bi-Annual Report* to the Board of Trustees and College community to provide transparency and accountability of our strategic planning progress. Despite the unparalleled challenges posed by the ongoing Covid-19 pandemic, we have collectively advanced efforts in our two key focus areas for the planning cycle FY 2019-2022:

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

Included in this report are narrative and status updates for 19 strategic initiatives we have been pursuing in alignment with these two focus areas and simultaneously in support of our three goals: to advance student success; fulfill evolving and emerging education and training needs; and commit to quality, access and affordability.

The two primary focuses of Guided Pathways implementation for FY 2022 included the acquisition of EAB NAVIGATE, a student success management system, and the establishment of a Guided Pathways Strategic Enrollment Management (GPSEM) team. In addition, Areas of Study were made readily accessible to incoming students in the enrollment process for fall 2021. Counseling Services worked diligently with this cohort of students to transition students from the areas of study into specific academic majors or programs. The academic scheduling process is subject to continued streamlining in order to provide students with an efficient and predictable schedule, while accommodating their individual needs and priorities. Scheduling data reflects a significant decrease in the number of cancelled courses compared to prior years.

The departure of the Dean of Guided Pathways led to a transition of guided pathways leadership at the College. Under the Dean's leadership, the GPSEM team initially began to work toward developing a strategic enrollment management plan based on the needs of the College and on the four pillars of the guided pathways model. In spring 2022, a new position, Associate Dean of Enrollment Management, will now lead the GPSEM team and the majority of guided pathways implementation efforts at the College. The academic focus of guided pathways implementation, such as program mapping/modeling, course scheduling, and course development, will remain with Academic Services.

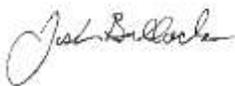
Utilization of Tableau, a data visualization tool, has significantly increased in the past year - yielding greater data-informed decision making by many college leaders, faculty and staff. All of the divisions and several departments have at least one Tableau dashboard tailored for their needs, with some divisions having access to numerous data dashboards. This is providing near real-time data access to faculty and staff across the institution. Efforts underway in our current fiscal year include a focus to implement predictive modeling to identify students who are not meeting or may be unlikely to meet the criteria to reach their goals, and identifying

them early in the process for at-risk factors and proactive action by appropriate faculty and staff. Our goal is to develop a predictive modeling platform that emphasizes the success of our students beginning as early as when students file an intent to enroll and follows the students through to completion of their goals.

We continue in our commitment to closely monitor the long-term trends of our college-level key performance indicators (KPIs). Thus, we also provide updated college-level KPI data in two formats: a quick summary table overview for each goal and a more detailed examination of each KPI that summarizes the results graphically over time. Additional KPIs have been incorporated for student success baseline data from a diversity, equity and inclusion perspective.

Unfortunately, the college-level KPIs are beginning to reveal how student persistence, retention and completion are being adversely affected by two years of Covid-19 pandemic challenges. For example, our fall-to-fall retention rates dropped by 12% to 57.5% for the fall 2019 cohort and increased by only 2% for the fall 2020 cohort. Prior to the pandemic, our fall-to-fall retention rates had been steadily increasing for several years, reaching a high of 70.3%. While the two most recent retention rates are still well above national averages for community college students, it is concerning to see this significant decline since the onset of the pandemic. Additionally, enrollment challenges have been further exasperated with the number of graduates as well as the number of degrees and certificates awarded in FY 2020 and FY 2021 being the lowest numbers Lake Land College has seen in the past eight years. Yet, we should be proud of our innovative spirit and collaborative efforts to help as many students as possible persist or achieve their academic goals despite such strenuous circumstances, especially when we had to quickly pivot to fully remote learning in the spring of 2020.

As we near the conclusion of our current planning cycle with FY 2022, we thank the numerous faculty and staff who have been dedicated to helping the College lay the foundations for GPS and data analytics. In addition, we thank the many students, faculty, staff, Board of Trustees and community partners who have provided significant feedback this past fall through surveys and focus group sessions. Your collective, valuable input will be imperative to enabling us to appropriately transition to the next planning cycle, FY 2023-2026, and best identify our future focus areas, goals and objectives to meet the changing needs of our students and the communities we serve.

A handwritten signature in black ink, appearing to read "Josh Bullock".

Dr. Josh Bullock, President

Lake Land College

Strategic Plan FY 2019-2022

Two Key Focus Areas:

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

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

Goal 1: Advance student success.

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

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

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

Goal 3: Commit to quality, access and affordability.

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

Guided Pathways - Strategies

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

Data Analytics - Strategies

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

Data Analytics - Strategies

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



Meeting progress target



Not meeting progress target



Project placed on hold



Achieved strategy development complete



Abandoned

Performance Dashboard of Strategies by Focus Area

Guided Pathways

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

Data Analytics

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

Guided Pathways – Strategy Status Updates

Strategy:	Promote College-Wide Understanding of GPS
Unit:	Academic Services Unit
Task Coordinator(s):	Valerie Lynch
Cabinet Member:	Valerie Lynch
Description: Years One through Four - Promote college-wide understanding of Guided Pathways model and how Guided Pathways can be used to improve student experiences, retention, and completion.	
Status Statement:	 <p>11/18/2019  Meeting progress target</p> <p>06/08/2020  Meeting progress target</p> <p>03/22/2021  Meeting progress target</p> <p>12/17/2021  Meeting progress target</p>
Mid-Year Progress Report: Website is complete and regularly maintained; Board of Trustees received an update in May 2021. Updates also were provided to employee groups and divisions at start of the fall 2021 semester.	

Strategy:	Meta-Major Creation and Implementation
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Create meta-majors to introduce students to major area of study as a link to specific programs of study.	
Status Statement:	 <p>11/18/2019  Meeting progress target</p> <p>06/08/2020  Meeting progress target</p> <p>03/22/2021  Achieved strategy development complete</p>
Mid-Year Progress Report: FY21 Outcome: Meta-majors have been fully implemented. Progress Narrative: During FY2019, the GPLT developed the meta-majors. During FY2020, the GPLT worked with ISS to code the meta-majors (henceforth called Areas of Study) in Colleague. The team also worked with MPR and ISS to update the website in order to capture the Areas of Study. Application has been	

Guided Pathways – Strategy Status Updates

updated and these changes went into effect September 2020. In FY21, the GPLT developed default first semester program maps for each of the Areas of Study. Additionally, the website was edited and updated, and the Areas of Study were introduced to the college community in the AY2021/2022 catalog. At the conclusion of FY21, Areas of Study (meta-majors) have been fully implemented and introduced via the website, catalog, and updated promotional materials.

Strategy:	Create clear curricular pathways
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Create clear curricular pathways aligned with employment and further education.	
Status Statement:	<p>11/18/2019  Meeting progress target</p> <p>06/08/2020  Meeting progress target</p> <p>03/22/2021  Achieved strategy development complete</p>
<p>Mid-Year Progress Report: FY21 Outcome: Program maps finalized for implementation. Progress Narrative: During FY2019, the GPLT completed all program maps in the Agriculture Division. During FY2020, the GPLT completed program mapping in all remaining academic divisions. Program maps were created by program coordinators in conjunction with GPLT team members. Maps were reviewed by each division and by the GPLT prior to going to curriculum committee for approval. Curriculum committee approved all maps minus one (which will be returned to committee in September). At this point, program maps have been internally finalized and are in process of being updated in Colleague. Maps will move to ICCB in August for final approval. GPLT has met the outcome target for FY20. Maps will be available in datatel and on the website when the application opens in September 2020. In FY21, program maps were finalized, as they were approved by ICCB, updated in Colleague, and redesigned in new map form on the College's website. Overall, the College completed program mapping for 158 programs.</p>	

Guided Pathways – Strategy Status Updates

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

Guided Pathways – Strategy Status Updates

Strategy:	Develop integrated course schedules
Unit:	Academic Services Unit
Task Coordinator(s):	Emily Ramage
Cabinet Member:	Jon Althaus
Description: Develop integrated course schedules so that students can take courses when they need them, can plan their schedules, and complete programs in the shortest time possible.	
Status Statement:	<div style="background-color: #e0f2f7; padding: 10px;"> <p>11/18/2019  Meeting progress target</p> <p>06/08/2020  Meeting progress target</p> <p>03/22/2021  Meeting progress target</p> <p>12/17/2021  Meeting progress target</p> </div>
Mid-Year Progress Report: Block scheduling was piloted for fall 2021 at the Kluthe Center. Academic Scheduling Coordinator reviews processes with division chairs to continue work toward full integration. Implementing targeted availability of sections to increase course utilization (Ongoing).	

Strategy:	Student tracking system
Task Coordinator(s):	Valerie Lynch
Cabinet Member:	Valerie Lynch
Description: Identify elements needed in a student tracking system to monitor student success along the pathway.	
Status Statement:	<div style="background-color: #e0f2f7; padding: 10px;"> <p>11/18/2019  Meeting progress target</p> <p>06/08/2020  Meeting progress target</p> <p>04/05/2021  Not meeting progress target</p> <p>12/17/2021  Meeting progress target</p> </div>
Mid-Year Progress Report: EAB NAVIGATE implementation will drive the redesign of the student tracking system to monitor student success along the pathways. Implementation of NAVIGATE was launched September 2021.	

Guided Pathways – Strategy Status Updates

Strategy:	Develop a plan to identify students at risk of falling off pathways
Task Coordinator(s):	Valerie Lynch
Cabinet Member:	Valerie Lynch
Description: Develop a plan for the College to identify students at risk of falling off-track and supports to intervene in ways to help students get back on track.	
Status Statement:	<p>11/18/2019  Meeting progress target</p> <p>06/08/2020  Meeting progress target</p> <p>04/05/2021  Not meeting progress target</p> <p>12/17/2021  Meeting progress target</p>
Mid-Year Progress Report: Academic Summit was conducted over summer 2021 to identify multiple at-risk factors for identifying students. Redesigned process for tracking at-risk students coincides with the implementation of EAB NAVIGATE. In the meantime, the College continues to utilize the current LEAP early alert system.	

Strategy:	Develop and implement an Enrollment Management Plan
Unit:	Student Services Unit
Task Coordinator(s):	Valerie Lynch
Cabinet Member:	Valerie Lynch
Description: Develop and implement an Enrollment Management Plan	
Status Statement:	<p>04/15/2021  Meeting progress target</p> <p>12/17/2021  Meeting progress target</p>
Mid-Year Progress Report: Guided Pathways Strategic Enrollment Management Plan (GPSEM) was relaunched due to the pandemic response. The Team is currently developing a multi-year SEM plan based on the GPS framework. That plan is in year one.	

Guided Pathways – Strategy Status Updates

Strategy:	Identify and implement supports to help academically underprepared students
Unit:	Academic Services Unit
Task Coordinator(s):	Darci Cather
Cabinet Member:	Jon Althaus
Description: Identify and implement supports to help academically underprepared student to succeed in "gateway" courses for the major program, including but not limited to math and English.	
Status Statement:	<div style="background-color: #e0f2f7; padding: 10px;"> <p>11/18/2019  Meeting progress target</p> <p>06/08/2020  Meeting progress target</p> <p>04/05/2021  Achieved strategy development complete</p> </div>
Mid-Year Progress Report: For FY21, the Tutoring and Testing Center implemented virtual and online tutoring services through Smarthinking as well as the College's in-house tutors. Virtual tutoring services expanded access to all students to help those struggling or academically under-prepared succeed. Additionally, Admissions and Records also developed and implemented multiple measures for course placement (i.e. high school GPA, transitional math completion, etc.) to ensure that students were in the appropriate course and to help place them on a path to completion.	

Data Analytics – Strategy Status Updates

Strategy:	Year Four - Data analytics education plan for all staff.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Develop an education plan for staff utilization of tools, policies, procedures and data dictionary.	
Status Statement:	 <p>11/18/2019 Meeting progress target</p> <p>06/11/2020 Meeting progress target</p> <p>04/06/2021 Meeting progress target</p> <p>12/01/2021 Meeting progress target</p>
Mid-Year Progress Report: Continued progress has been made in training the end users as the reports become available for them through Tableau. During year four, the Director of Data Analytics began conducting either group summits or one-on-one meetings to brainstorm and collect information that would make functional dashboards. There are currently 16 groups of workbooks and dashboards that are used by various end users across the campus.	

Strategy:	Develop a Data Dictionary
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Draft an initial data dictionary that provides definitions and explanations of all potential variables for data analysis for the college. The data dictionary will be a living document that will be modified on an ongoing basis. Additional variables and definitions will be included in the document over time as new or existing variables are identified.	
Status Statement:	 <p>10/21/2019 Meeting progress target</p> <p>06/01/2020 Meeting progress target</p> <p>04/13/2021 Achieved strategy development complete</p>
Mid-Year Progress Report: N/A	

Data Analytics – Strategy Status Updates

Strategy:	Data Liaisons
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Years Two, Three and Four - Identify a data liaison within each unit, department or division to foster communication between data analytics experts and staff. Align liaisons with Guided Pathways liaison structure. Coordinate data analytics utilization via each department's data liaison and foster awareness for success stories, data driven decisions, use of data, learn best practices, etc.	
Status Statement:	<div style="text-align: center;">  </div> <p>11/18/2019 Meeting progress target</p> <p>06/01/2020 Meeting progress target</p> <p>04/06/2021 Meeting progress target</p> <p>12/01/2021 Meeting progress target</p>
Mid-Year Progress Report: Each functional area of the College has had at least one workbook/dashboard developed. Academic Services: Met with Division Chairs and other Academic Services Leadership (ASL) staff to collect data needs and current uses of data in their area. From the collection of items, a project list has been established and workbooks/dashboards have been created to meet their needs. Business Services: Human Resources has a number of reports to assist in their daily operations and ease their reporting needs. Student Services: Counseling, Admissions and Records and Marketing and Public Relations (MPR) all had new projects completed. Counseling can track advisement, Admissions has enrollment reports and MPR has a dashboard to show the effectiveness of their marketing campaigns. Foundation and Alumni: Numerous dashboards were created to provide information on their donors, consecutive donors, alumni and scholarship recipients. The Director of Data Analytics is working through a list of Student Services Staff to educate them on the Tableau tool and collect data to help identify students who are at risk. This should be completed in the next six months.	

Data Analytics – Strategy Status Updates

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

Strategy:	KPIs for strategic planning bi-annual reporting.
Task Coordinator(s):	Jean Anne Grunloh
Cabinet Member:	Dr. Josh Bullock
Description: Years One through Four - Identify and evaluate college-wide KPIs for overall strategic planning process and additional KPIs relevant to data analytics to measure incorporation of predictive modeling applications and actions/decisions based on data analytics.	
Status Statement:	<p>10/29/2019  Meeting progress target</p> <p>05/06/2020  Meeting progress target</p> <p>05/06/2020  Meeting progress target</p> <p>04/12/2021  Meeting progress target</p> <p>12/02/2021  Meeting progress target</p>
Mid-Year Progress Report: Key performance indicators for student success and institutional performance have been updated and published in the Strategic Plan	

Data Analytics – Strategy Status Updates

Report. Additional metrics have been added for baseline data of diversity, equity and inclusion.

Strategy:	Appropriate KPIs for each unit to measure success.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh

Description: Years Three and Four - Each unit will begin to identify its own metrics or KPI's to measure success. Establish goal that by year five each department will have identified its own metrics for success.

Status Statement:	11/18/2019  Meeting progress target
	06/11/2020  Meeting progress target
	04/06/2021  Meeting progress target
	12/01/2021  Meeting progress target

Mid-Year Progress Report: The automation of the College KPI's has provided an avenue for division and program leaders to see how they compare to the College KPI's. The next project on the list is to automate the Program Review Process which will allow program directors to see the status of their program at any time and not wait for the once a year update with the manual process. Once this is complete, the directors will assist in defining reasonable measures that can be implemented into their outcomes assessment and program review process. Example: Human Resources is working on a turnover report, which will be able to analyze the employee turnover and determine if there is a trend in the amount of turnovers by work area.

Data Analytics – Strategy Status Updates

Strategy:	Data Analytics Pilot Projects with New Software Tool(s).
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Years Three and Four- Identify at least three pilot projects to utilize data analytics program and software tools, with one being Guided Pathways and Ag Division.	
Status Statement:	<div style="background-color: #e0f2f7; padding: 10px;"> <p>11/18/2019  Meeting progress target</p> <p>06/01/2020  Meeting progress target</p> <p>04/06/2021  Meeting progress target</p> <p>12/01/2021  Meeting progress target</p> </div>
<p>Mid-Year Progress Report: Guided pathways and the scheduling process now have dashboards that assist in defining the course schedule. The report for Student Planned Courses utilizes the Student Planning System. When new students meet with their advisor and plan their schedule for each future term, their courses for each term are placed on the planned schedule (Student Planning tool). This data is then imported into Tableau and can be accessed from a dashboard to show the division chairs and the course scheduler the number of sections that would be required to take care of the number of students who plan to take various courses that term. Course utilization reports were created to also streamline the number of sections needed to reduce the number of cancelled sections. All information that was created for the division chairs are being utilized by all seven academic divisions. The third pilot group is Marketing and Public Relations, with dashboards to assist in defining students to recruit. Applicants that didn't enroll, high school graduates that didn't come to Lake Land, and applications by date can be connected to MPR's various media campaigns to see what is bringing in the most activity. Many other projects have been completed beyond the three pilot projects projected.</p>	

Data Analytics – Strategy Status Updates

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

Strategy:	Promote college-wide understanding through Data Discussions
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Years One through Four - Promote college-wide understanding of data analytics terminology and how data analytics can be used to improve student outcomes and operational efficiencies.	
Status Statement:	<p>10/21/2019  Meeting progress target</p> <p>06/01/2020  Meeting progress target</p> <p>04/06/2021  Meeting progress target</p> <p>12/01/2021  Meeting progress target</p>
Mid-Year Progress Report: In the fall of 2021, we have transitioned the Assessment and Program Review Office into the Data Analytics Office. This, along with collaborative efforts with the Director of Institutional Research and Reporting, has enabled these areas of the College to function as an institutional effectiveness team and further improve both the assessment and program review by incorporating data and defining measures to improve. This is also enabling us to assist with enhancing the outcomes assessment in not only the academic areas but also the other functional areas of the College. Additionally, the Director of Data Analytics is a member of the Strategic Enrollment Committee and assists with identifying areas where we need to	

Data Analytics – Strategy Status Updates

improve. Data is used to identify these needed areas of improvement and assist in making decisions to increase our enrollment, retention and completion rates.

Strategy:	Develop plan and address continual quality improvement and training needs.
Task Coordinator(s):	Lisa Cole
Cabinet Member:	Jean Anne Grunloh
Description: Years Three and Four - Develop plan and address continual quality improvement and training needs.	
Status Statement:	<div style="background-color: #e0f2f7; padding: 10px;"> <p style="text-align: center;">  </p> <p>11/18/2019 Meeting progress target</p> <p>06/01/2020 Meeting progress target</p> <p>04/06/2021 Meeting progress target</p> <p>12/01/2021 Meeting progress target</p> </div>
<p>Mid-Year Progress Report: Keeping data analytics on the forefront of everyone's mind is a challenge. We want to utilize Tableau in every way possible to make end users think of it as the first place to answer any data related questions. As more people are trained and find their "aha moment" with data others are joining and sharing the positive aspects of Tableau. More integration and filtering ability is being added continually and each new function makes the dashboards even more useful. We will continue to take the process of holding data summits to brainstorm and collect project requests to get more people on board with using our data tool.</p>	

Data Analytics – Strategy Status Updates

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

Lake Land College Strategic Plan College Level KPIs 2019-2022							
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
	Outcome						
Goal 1: Advance Student Success							
Retention for ALL degree seekers (excludes DOC)	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort
Fall Cohorts	3,816	3,579	3,497	3,409	3,304	3,095	2,754
Fall to Spring Retention	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Enrolled	73.2%	73.2%	72.3%	74.0%	74.1%	75.0%	73.1%
Completed (Fall not Enrolled Spring)	4.0%	3.7%	4.9%	5.3%	4.3%	4.3%	6.0%
Total Retention (Enrolled & Completed)	77.2%	76.9%	77.2%	79.3%	78.5%	79.3%	79.1%
Fall to Fall Retention	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Enrolled	42.8%	43.4%	45.3%	44.4%	44.5%	42.4%	40.7%
Completed (fall, spring, summer)	21.2%	21.8%	23.9%	25.9%	25.6%	15.1%	19.6%
Total Retention (Enrolled & Completed)	63.9%	65.2%	69.2%	70.3%	70.1%	57.5%	60.3%
Transfer without Graduating	10.0%	7.3%	9.9%	9.3%	5.9%	7.0%	8.7%
Transfer with Graduating	8.4%	8.1%	9.7%	9.8%	10.7%	11.8%	9.9%
Total Transferred	18.4%	15.4%	19.6%	19.2%	16.6%	18.8%	18.6%
Total Success Fall to Fall	73.2%	74.3%	76.7%	76.1%	77.1%	76.8%	70.1%
Graduate Rate: Successful Completion for First-Time Degree Seeking Students, Excluding DOC							
Completion Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
150% Time (within 3 years)	52%	53.6%	51.1%	49%	50%		
200% Time (within 4 years)	53%	54.5%	54.0%	51%			
Completion Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
150% Time (within 3 years)	12%	13.9%	27.0%	25%	18%		
200% Time (within 4 years)	12%	17.1%	28.1%	28%			
Success Rates for first time full time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
150% Time (within 3 years)	60%	62.2%	59.0%	55%	55%		
200% Time (within 4 years)	56%	57.4%	57.2%	53%			
Success Rates for first time part time degree seekers at 150% and 200% time	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
150% Time (within 3 years)	22%	26.0%	34.0%	30%	24%		
200% Time (within 4 years)	18%	22.4%	32.8%	28%			

Yellow Highlights=New Numbers

Red=Results do not meet or exceed goals

Lake Land College Strategic Plan College Level KPIs 2019-2022							
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
	Outcome						
Persistence for Degree Seekers (excludes DOC)	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Full Time Students	2,427	2,333	2,256	2,273	2,162	2,038	1,880
Completed 24 or more Hours	64.4%	65.4%	65.6%	77.7%	66.7%	67.1%	69.5%
Part Time Students	1,389	1,246	1,214	1,136	1,142	1,057	874
Completed 12 or more hours	42.8%	44.5%	47.4%	48.4%	48.6%	50.9%	46.7%
Persistence: Successful Completion and Passing Rate, Including All Students Enrolled for FY, Excluding DOC, DUAL, IDOT, and Heartsaver CPR							
Persistence: Percent of Successful (C or Higher) Course Completion by Division	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Agriculture	90%	91%	93%	92%	92%	92%	88%
Allied Health	89%	89%	91%	93%	90%	90%	94%
Business	75%	76%	77%	77%	77%	79%	79%
Humanities	70%	71%	74%	74%	74%	73%	78%
Math & Science	72%	73%	75%	76%	76%	75%	81%
Social Science & Education	78%	80%	80%	81%	82%	81%	85%
Technology	85%	85%	85%	87%	89%	87%	87%
Total Overall	77%	79%	80%	80%	81%	81%	85%
Persistence: Percent of Students Passing Courses (D or Higher) by Division	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Agriculture	96%	96%	96%	96%	96%	96%	93%
Allied Health	91%	91%	92%	95%	93%	92%	95%
Business	81%	82%	82%	83%	82%	83%	82%
Humanities	74%	75%	78%	78%	78%	77%	82%
Math & Science	78%	79%	81%	82%	82%	80%	84%
Social Science & Education	81%	83%	83%	84%	85%	85%	88%
Technology	89%	89%	88%	90%	92%	89%	90%
Total Overall	82%	83%	84%	85%	85%	84%	88%
Persistence: Successful Course Completion by Course Type (C or Higher)	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Online	71%	73%	74%	74%	77%	77%	79%
Face to Face	79%	81%	83%	84%	83%	83%	90%
Hybrid			79%	81%	80%	83%	85%

Yellow Highlights=New Numbers

Red=Results do not meet or exceed goals

Lake Land College Strategic Plan College Level KPIs 2019-2022							
Metric	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
	Outcome						
Persistence: Percent of students passing courses by course type (D or Higher)	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Online	76%	78%	79%	78%	81%	81%	83%
Face to Face	84%	85%	87%	88%	87%	87%	91%
Hybrid			85%	89%	85%	88%	89%
Graduate: Number of Completers (Duplicated) for Fiscal Year, Excluding DOC							
Graduates by Degree Type	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
AA	144	109	253	194	278	270	300
AES	7	4	5	8	0	5	5
AS*	233	200	50	165	72	51	53
AAS	389	358	367	375	397	346	321
ALS	38	39	37	35	37	35	23
CRT	489	436	571	530	509	353	359
Total degrees	1,300	1,146	1,283	1,307	1,293	1,060	1,061
Total Grads	1,058	975	1,060	1,105	1,045	888	883
Note in FY2017 there was a shift in the classification of AS to AA degrees.							

Yellow Highlights=New Numbers

Red=Results do not meet or exceed goals

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

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

Text Color Codes:

Yellow Highlights = New Numbers

Purple = Preliminary Figures

Red = Results do not meet or exceed goals

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

Text Color Codes:

Yellow Highlights = new numbers

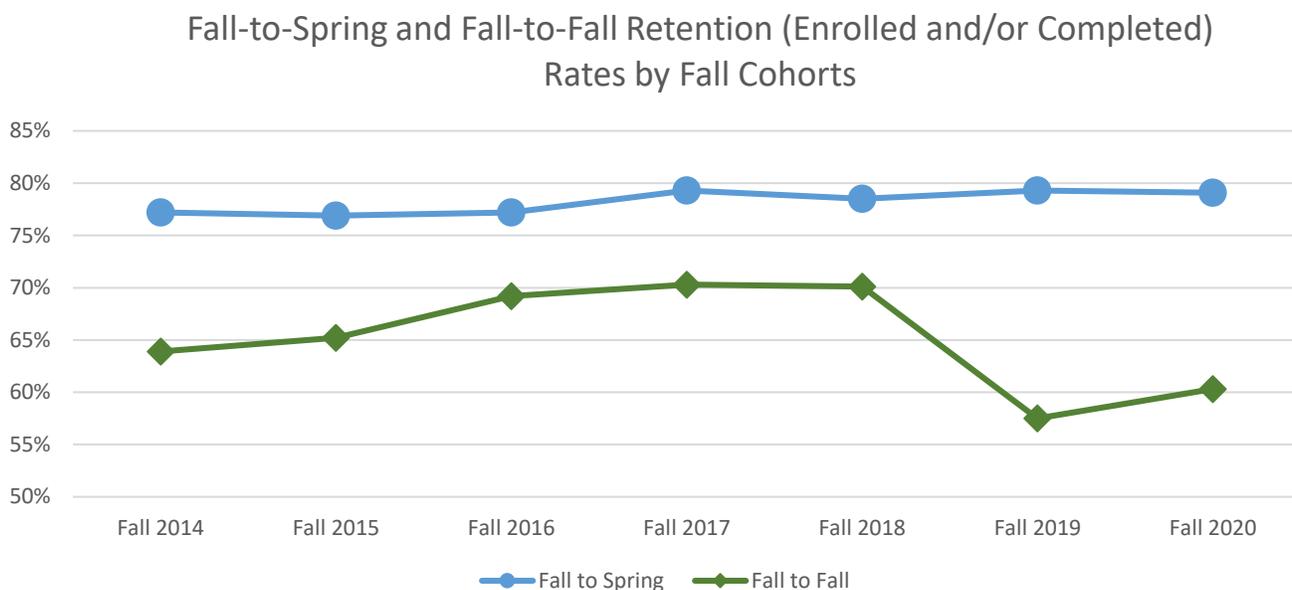
Purple = Preliminary Figures

Red = Results do not meet or exceed goals

Institutional Key Performance Indicators

Goal 1: Advance Student Success

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



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

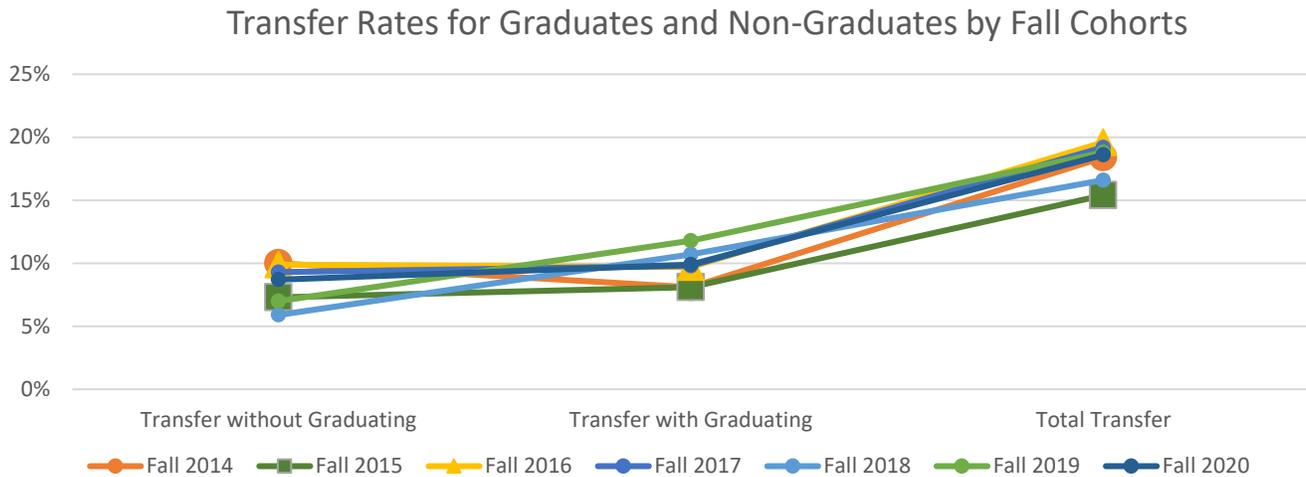
Explanation: The spring retention rate for degree seeking students enrolled in the fall term ranges between 77% and 79%. The fall-to-fall retention rates have increased about 5% between the fall 2015 cohort (65%) and fall 2018 cohort (70%) but have decreased to 58% for fall 2019 and to 60% for fall 2020 cohorts. While the fall to spring retention rates have remained fairly steady the fall to fall retention rates dropped by 12% for the fall 2019 cohort and increased by only 2% for the fall 2020 cohort. The COVID pandemic hit the campus at midterm during spring 2020 and continued through to May 2021. This may account for some of the decrease in retention for the fall 2019 and 2020 cohorts.

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

Source: Tableau Reports.

Goal 1: Advance Student Success

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



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

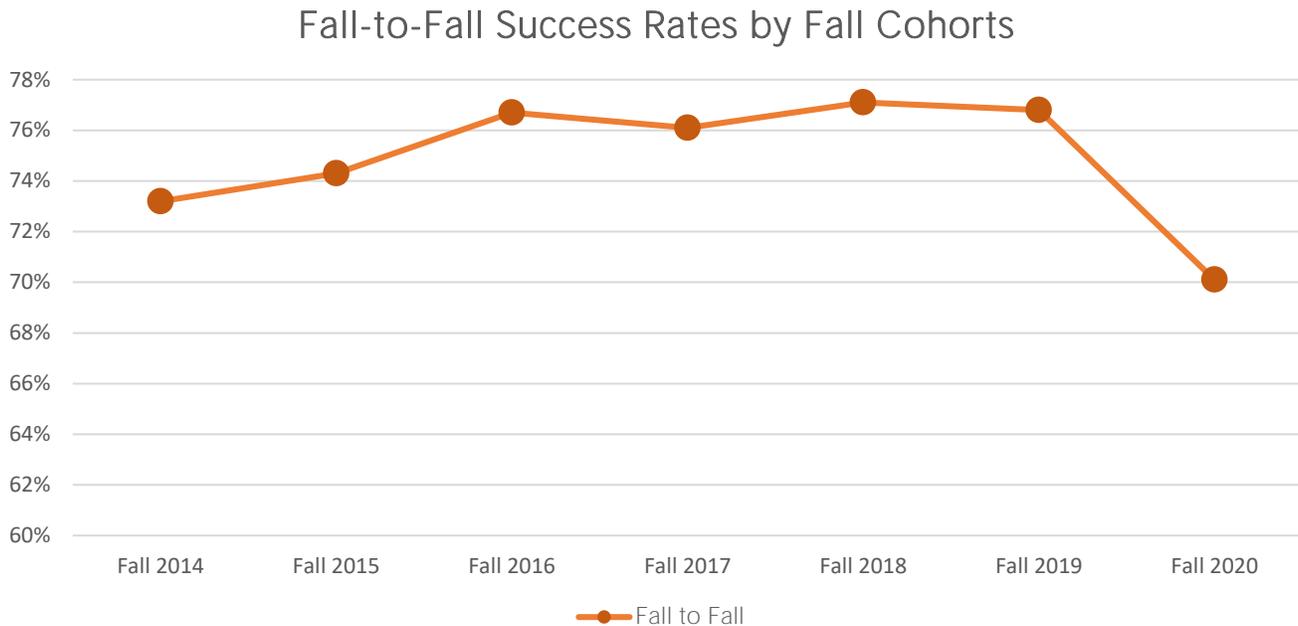
Explanation: It appears that around 6% to 10% of degree seeking students at Lake Land College transfer to another institution before graduating and around 8% to 12% transfer after graduating from Lake Land. On average, around 8% of degree seekers transfer before graduating and 10% transfer after graduating.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

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

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

Goal 1: Advance Student Success

Outcome: Overall Success Rates by Fall Cohorts



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

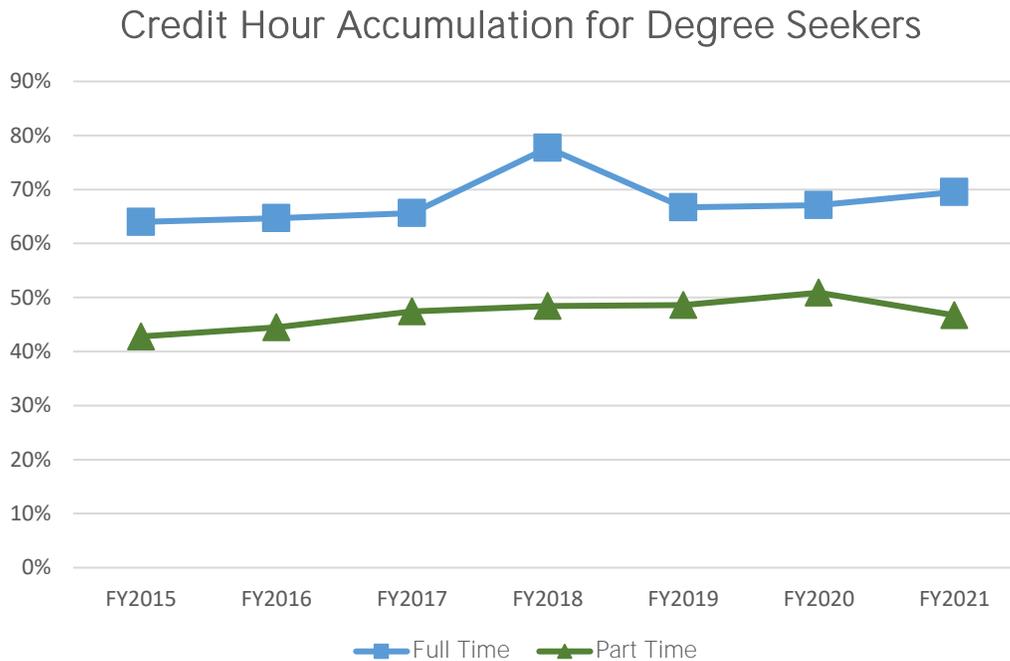
Explanation: The fall-to-fall success rates range between 70% and 77% and has seen a fairly steady increase between the fall 2014 and fall 2019 cohorts. However, the success rate for the fall 2020 cohort dropped to only 70%, which is down 7% from the previous two cohorts. The fall 2020 cohort took the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

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

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

Goal 1: Advance Student Success

Outcome: Credit Hour Accumulation for Degree Seekers



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

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

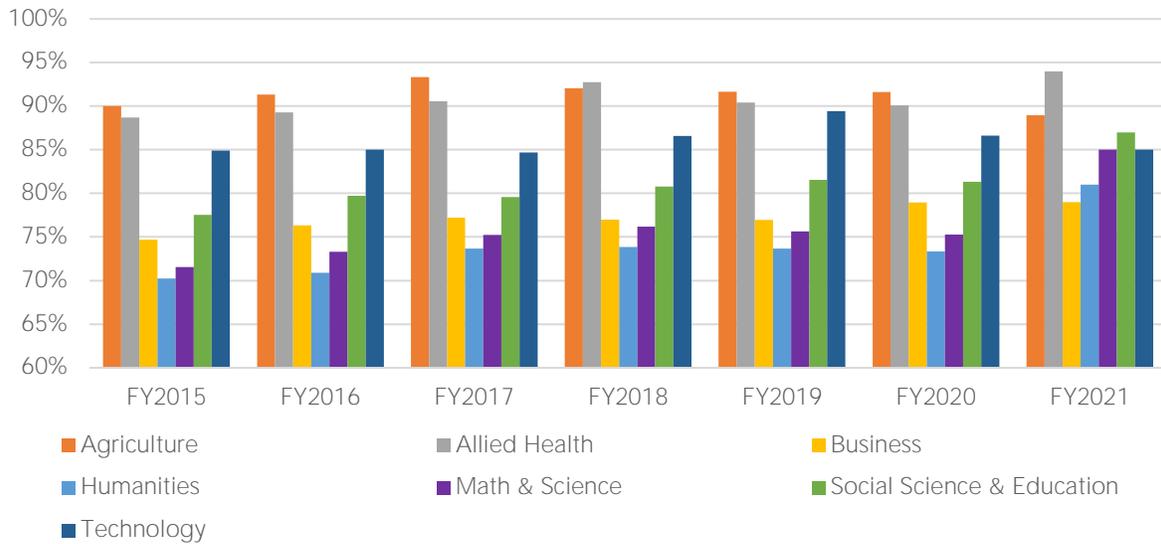
Lake Land College Goal: According to Complete College America, only 12% of first-time, full-time students complete 24 or more credit hours and 22% of part-time students complete 12 or more credit hours annually. The Illinois community college credit accumulation average for full-time students completing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

Source: A1 and Tableau Reports

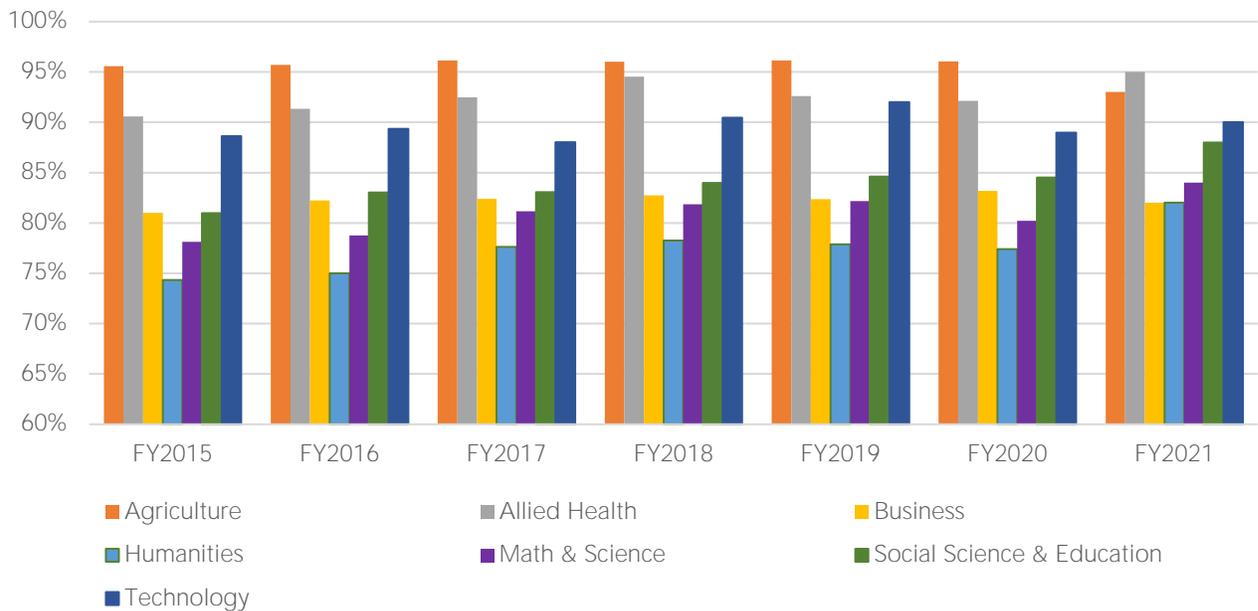
Goal 1: Advance Student Success

Outcome: Successful Course Completion

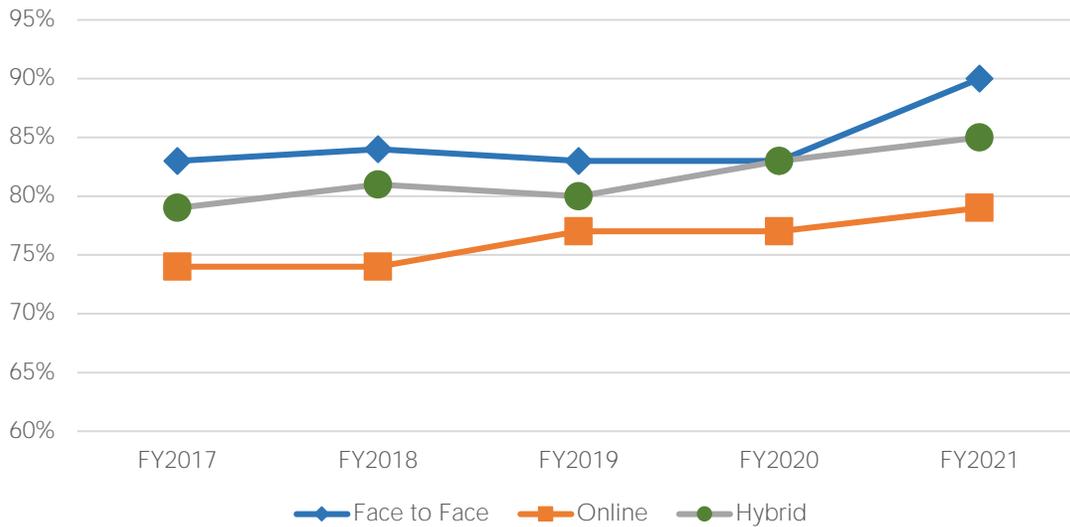
Percent of Successful Course Completion by Division



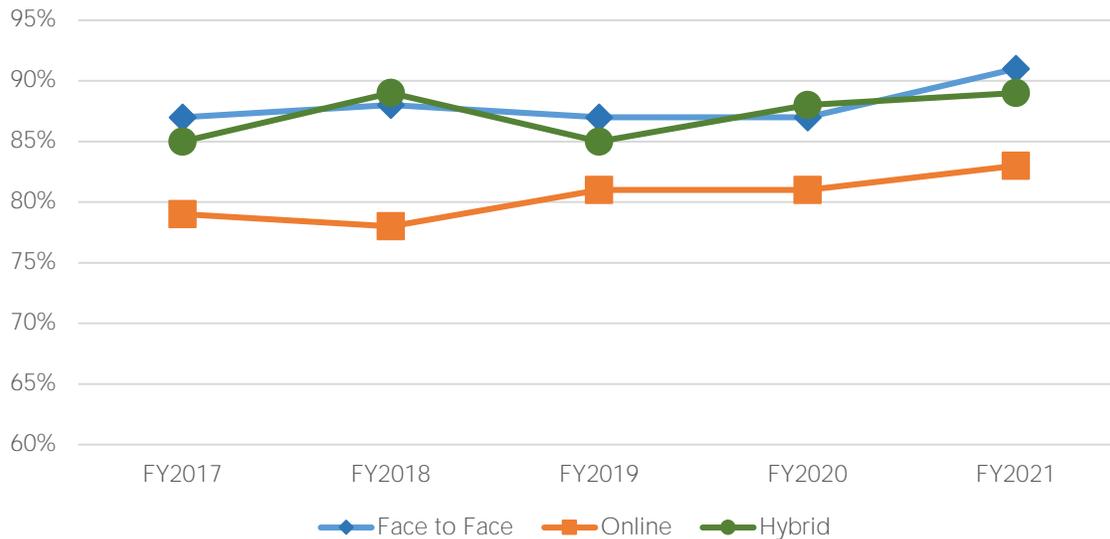
Percent of Students Passing Courses by Division



Percent of Successful Course Completion by Course Type



Percent of Students Passing Courses by Course Type



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

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

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

Successful course completion for face-to-face courses averages around 85%. Online only courses average around 76%, and hybrid courses average around 82%. When examining the percent of students passing courses, the results mimic the percentages of students successfully completing courses. Again, the percentage for both online and face-to-face students with a passing grade is around 4% higher than the percentages of students successfully completing courses. Several factors may play into the difference between online and face-to-face courses. A few potential reasons could include the following: student engagement or feeling connected to the instructor or fellow students in online courses may be difficult, students with developmental course needs taking online classes, and students may be unprepared for online courses (i.e., new to online courses, struggle with the technology, access to Internet and computers, etc.).

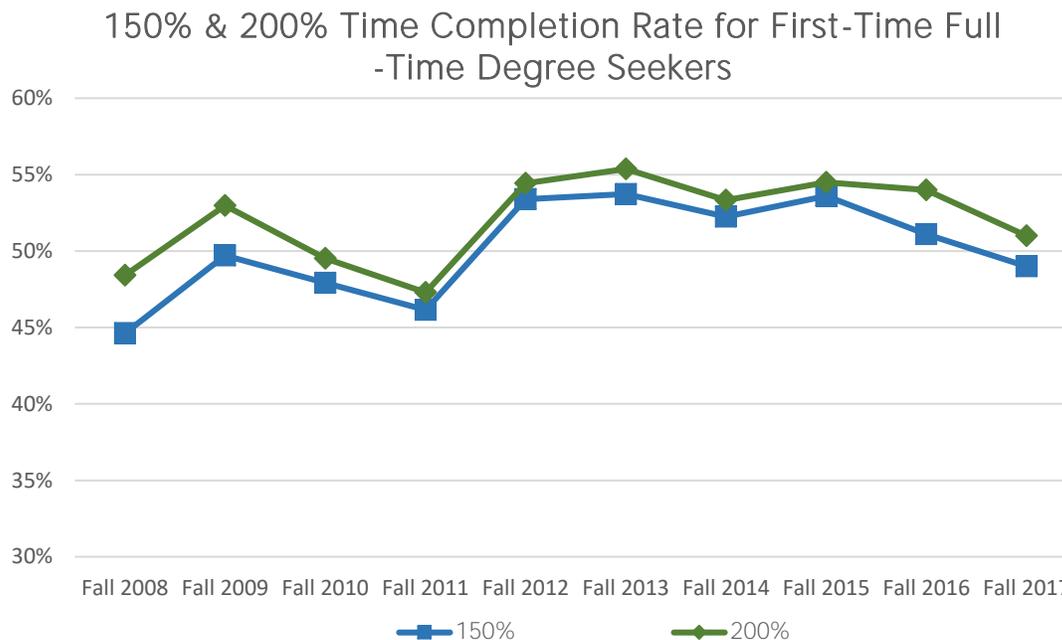
Lake Land College Goal: According to the Community College Research Center, completion rates for online courses tend to be lower than completion for face-to-face courses by around 5.5% in one state and 12.7% in another state.¹ Course completion rates for students taking all online courses were even lower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

Source: Course Persistence & Tableau Reports

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

Goal 1: Advance Student Success

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



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

Explanation: Between fall 2008 and fall 2017, first-time, full-time degree seekers at Lake Land average a 50% completion rate at 150% time and a 52% completion rate at 200% time. This is well above the national average for community colleges (23.5% and 29.2% respectively). Completion rates range between 45% and 54% at 150% time and 48% and 55% at 200% time.

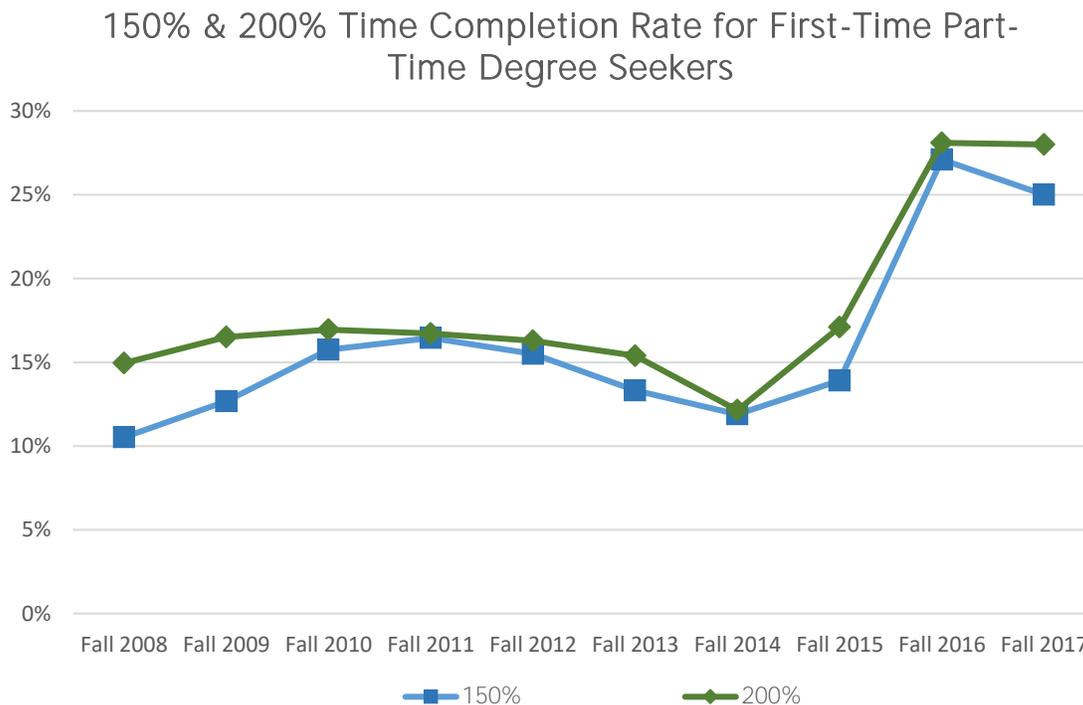
Lake Land College Goal: According to the American Association of Community Colleges (AACC), completion rates for first-time, full-time students average 23.5% at 150% time and 29.0% at 200% time.² Using data compiled across the past four years, Lake Land identified that on average 50% of first-time full-time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

Source: Institutional Research Retention Reports

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

Goal 1: Advance Student Success

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



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

Explanation: First-time, part-time degree seekers at Lake Land average a 16% completion rate at 150% time and an 18% completion rate at 200% time. While rates remain fairly steady between the fall 2009 and 2015 cohorts, the fall 2016 cohort had a 27% and 28% completion rate at 150% and 200% time respectively. According to Campbell and Bombardieri (2017), only 17% of first time part-time students complete a degree within eight years of their first term of at community colleges.³

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

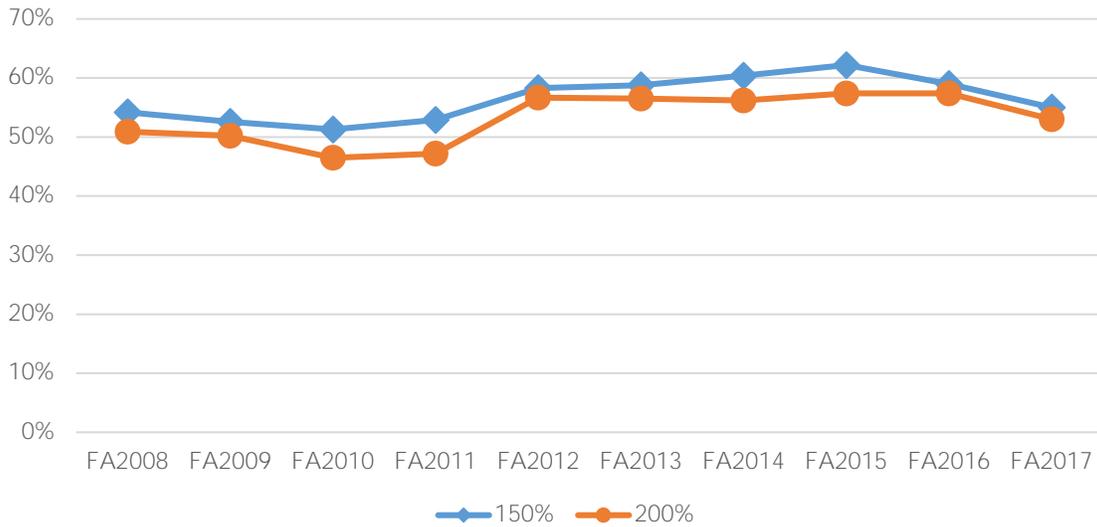
Source: Institutional Research Retention Reports

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

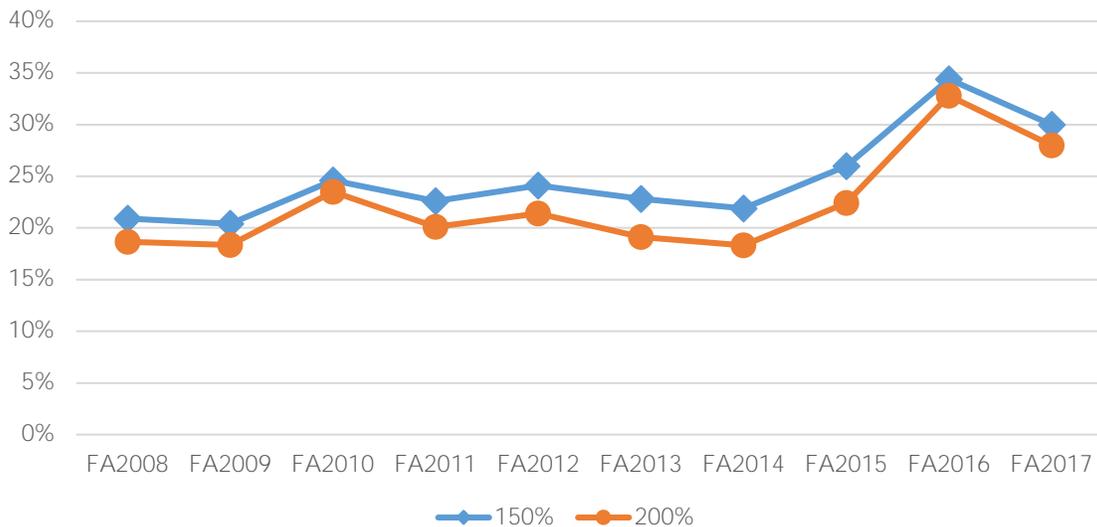
Goal 1: Advance Student Success

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

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



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



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

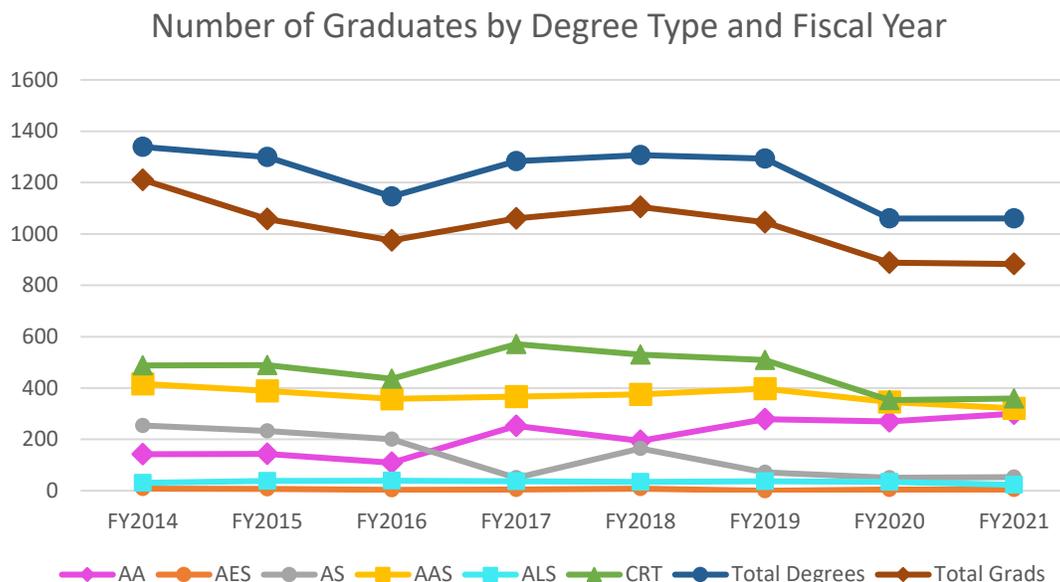
Explanation: For first-time, full-time degree seekers, the average success rate is around 56% at 150% time and 53% at 200% time. For first-time, part-time degree seekers the average success rate is around 25% at 150% time and 22% at 200% time. While additional students graduate between 150% and 200% time, fewer students tend to be enrolled at 200% time compared to 150% time. This is why the success rates at 200% time may be slightly less than at 150% time for both full- and part-time students.

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

Source: Institutional Research Reports

Goal 1: Advance Student Success

Outcome: Number of Completers by Degree Type



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

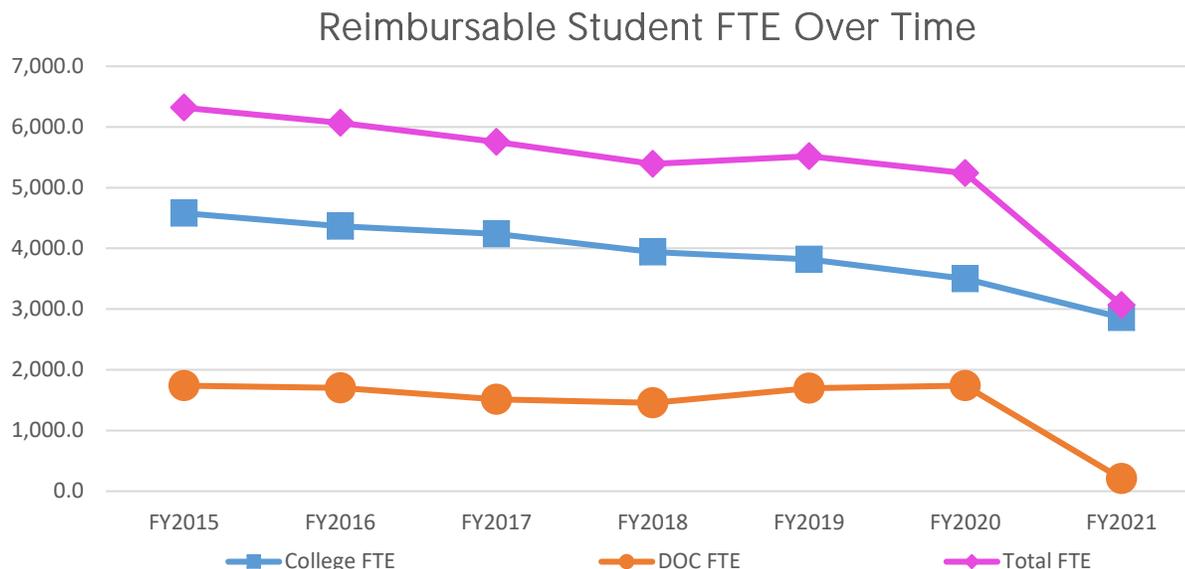
Explanation: For the most part, the number of degrees awarded by type have remained fairly steady over time with a few exceptions. Between FY2016 and FY2017, the number of AA degrees has increased and the number of AS degrees has decreased. This is probably due to a change in requirements for AS degrees.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

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

Source: Institutional Research Annual Graduate Report

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: FTE for ALL Students



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

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

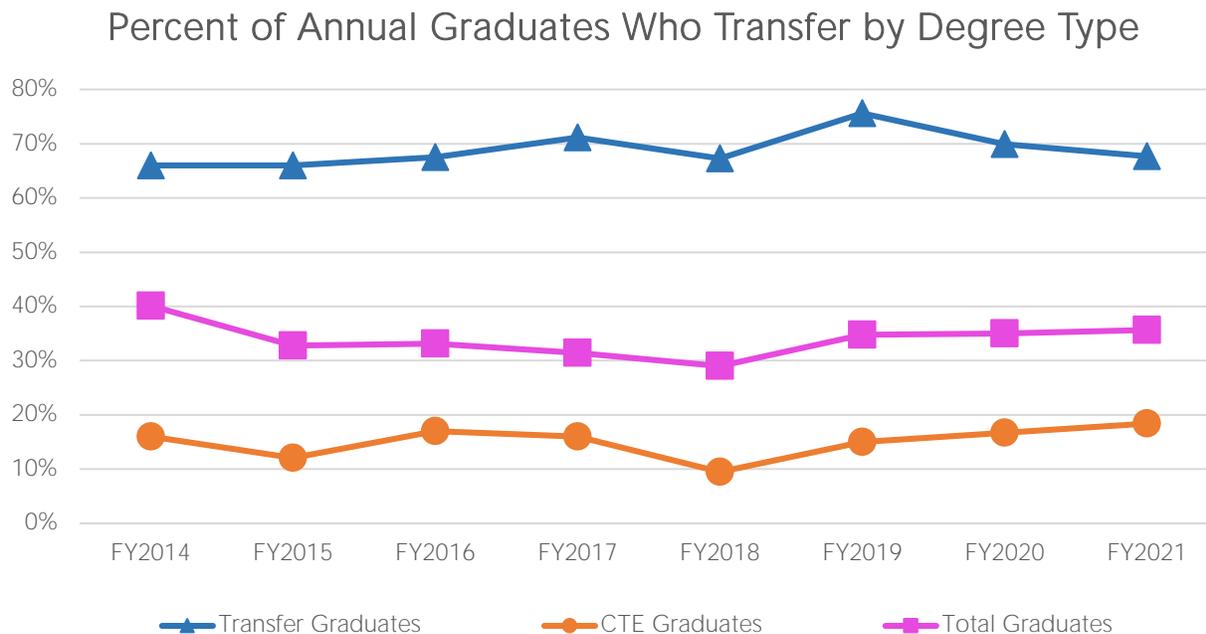
Explanation: Total FTE including both college and DOC has steadily declined between FY2015 and FY2018 and increased slightly in FY2019 and decreased again in FY2020 and FY2021. DOC FTE was fairly steady between FY2015 and FY2016, decreased steadily between FY2016 and FY2018, which may, in part, be due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

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

Source: Lake Land College Audits

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Annual Graduates Who Transfer by Degree Type



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

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

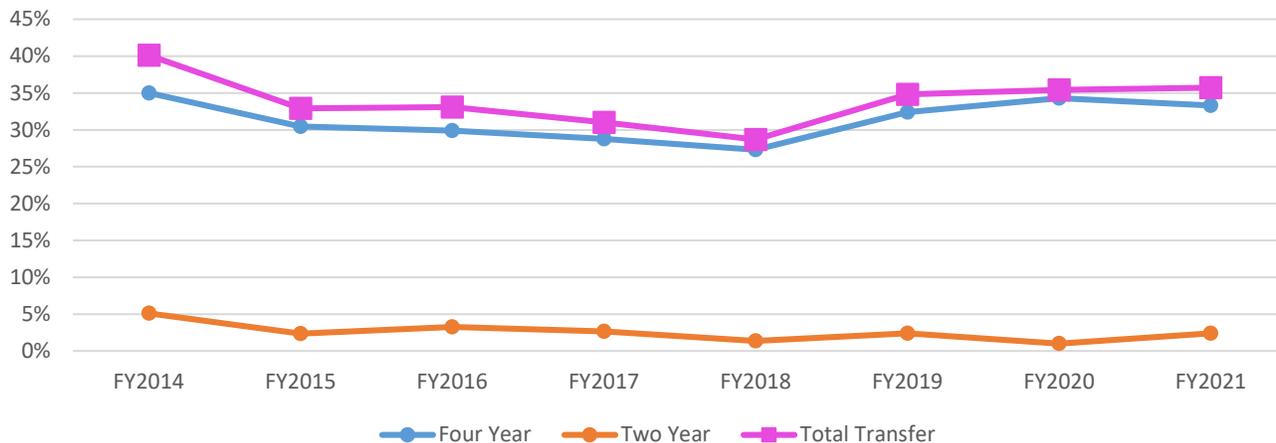
Lake Land College Goal: Lake Land has averaged the transfer rates for CTE graduates and transfer graduates over the past five years. Lake Land is using these averages to establish transfer rates of its graduates in these types of programs. Lake Land's transfer goals are as follows: 68% or more of transfer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

Source: XQGD and National Student Clearinghouse.

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Annual Graduates Who Transfer by Institution Type

Percent of Lake Land Graduates Transferring to a Two or Four Year Institution



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

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

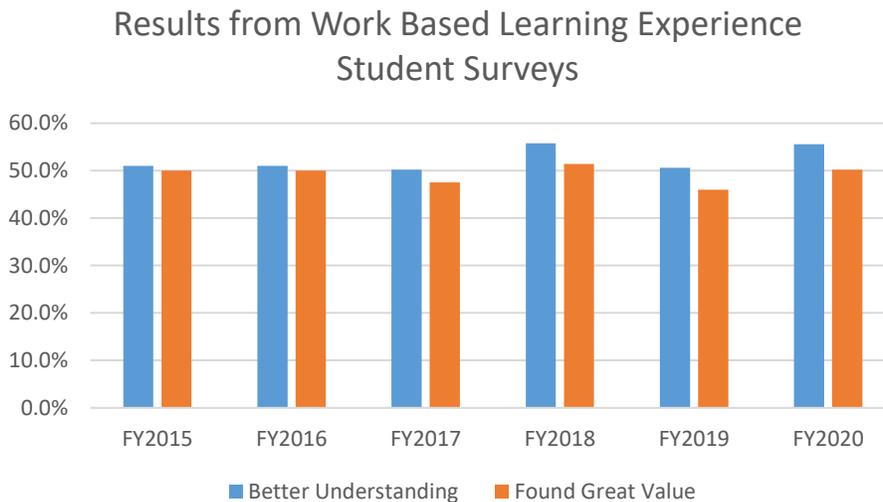
Lake Land College Goal: Overall, Lake Land would like to see 34% or more of graduates transfer to another institution with at least 31% or more transferring to a four-year institution and 3% or more transferring to a two-year institution.

Source: XQGD and National Student Clearinghouse.

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

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Results from Internship Survey



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

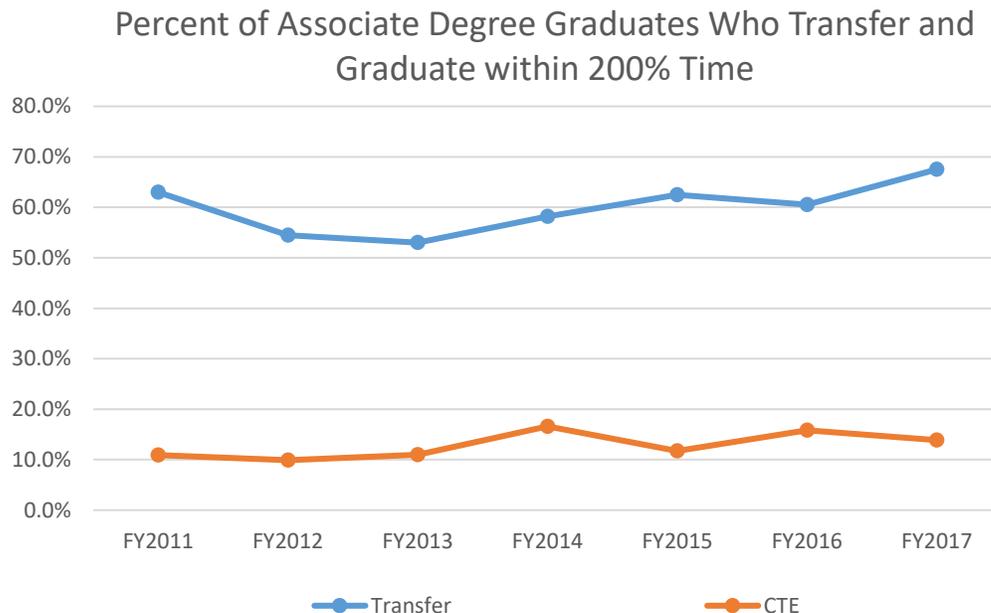
Explanation: Fifty to fifty-five percent of students participating in work based learning experiences indicate they have a better understanding of concepts, theories, and skills in their program of study after participating in some kind of occupational experience. Over time, 46% to 51% of students participating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

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

Source: Work Based Learning Experience Survey.

Goal 2: Fulfill Evolving and Emerging Education and Training Needs

Outcome: Associate Degree Graduates who Transfer and Graduate



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

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

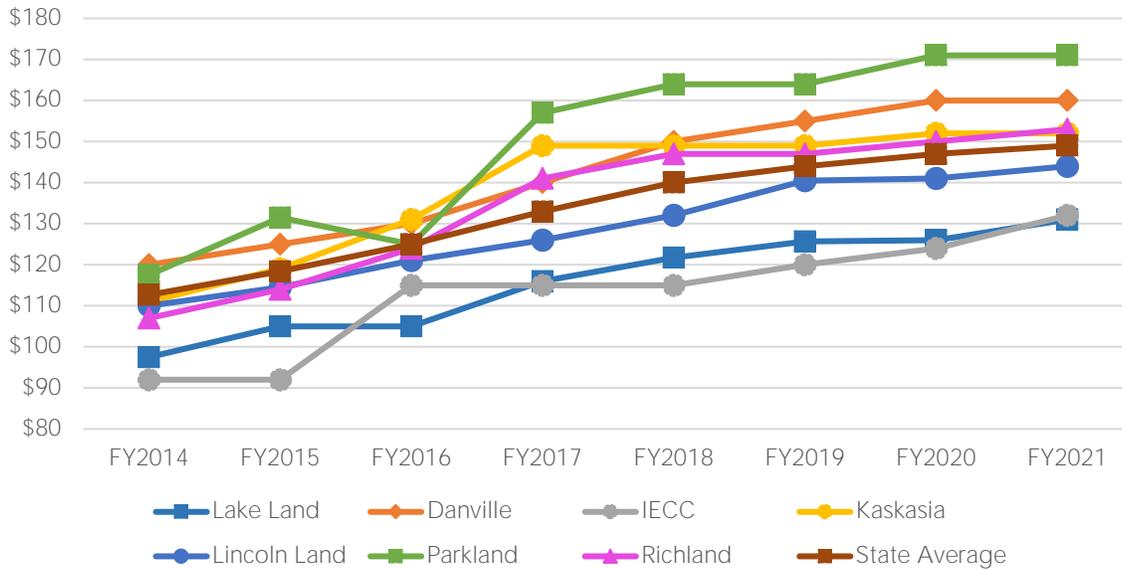
Lake Land College Goal: Lake Land will continue to monitor and track transfer graduation rates for all associate degree graduates. The goal is to see at least 57% or more of transfer graduates to transfer and graduate from their transfer institution within 200% time of transfer, and to see at least 12%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

Source: XQGD and National Student Clearinghouse.

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Tuition and Fees

Tuition and Fees Per Credit Hour by Fiscal Year



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

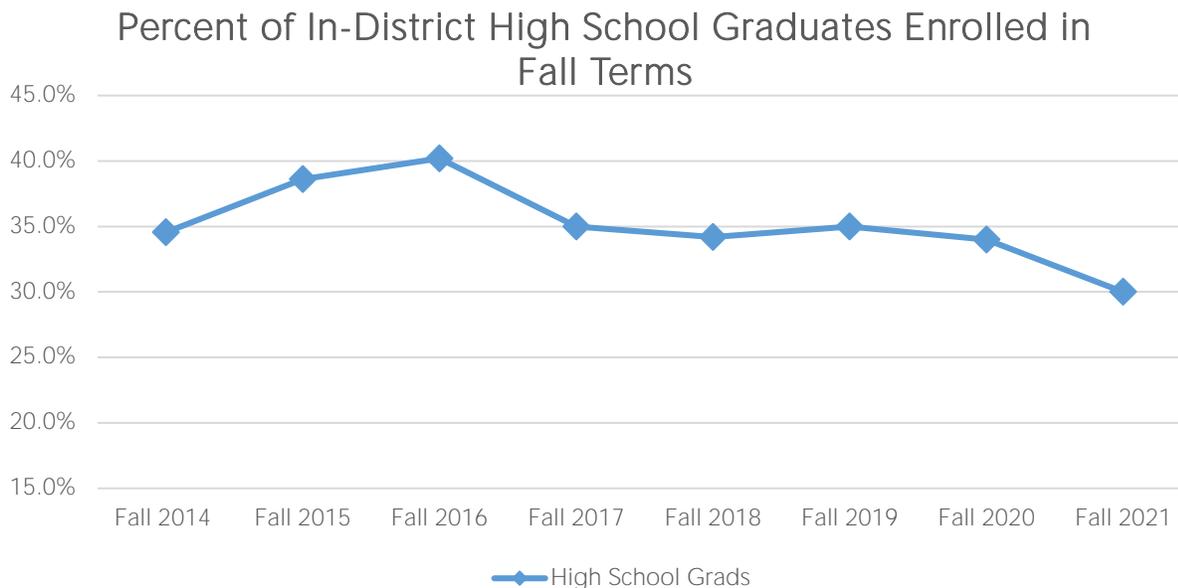
Explanation: In FY2016 through FY2021, Lake Land ranked 31st, 31st, 34th, 33rd, 35th and 35th respectively out of 39 community colleges in the state in cost per credit hour. As indicated in the graph, the cost per credit hour for Lake Land across time is lower than tuition and fees at most other community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

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

Source: ICCB Financial Data

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Market Penetration In-District High Schools



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

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

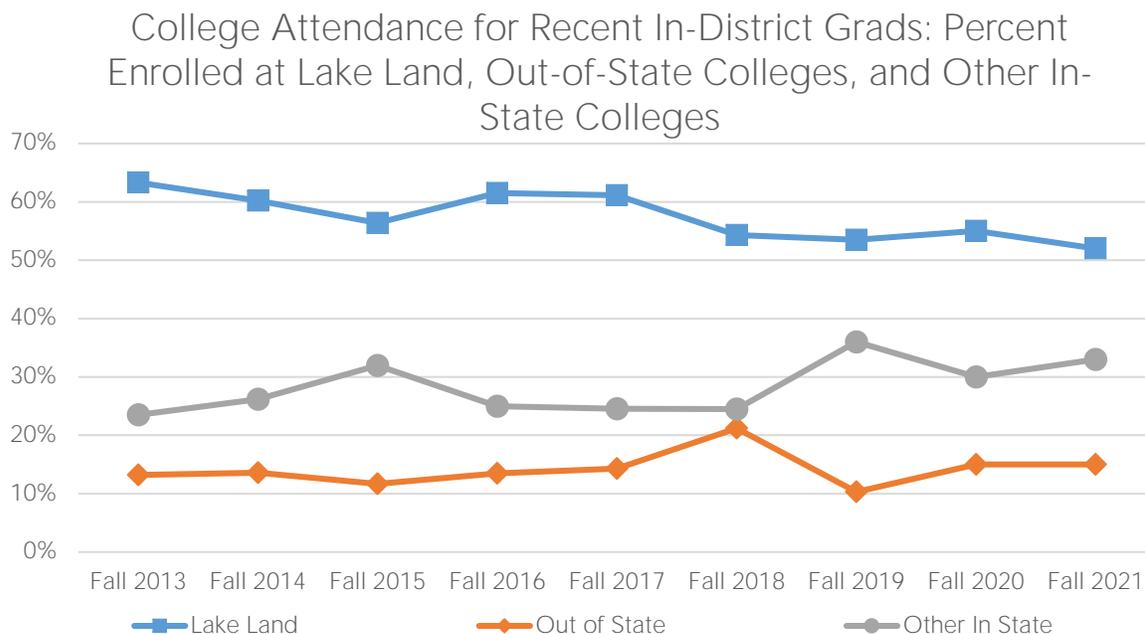
Lake Land College Goal: Achieve enrollment of 37% or more of recent in-district high school graduates the fall after high school graduation.

Source: Fall 10th Day Reports, Enrollment Reports, and U.S. Census Bureau.

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

Goal 3: Commit to Quality, Access, and Affordability

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



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

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

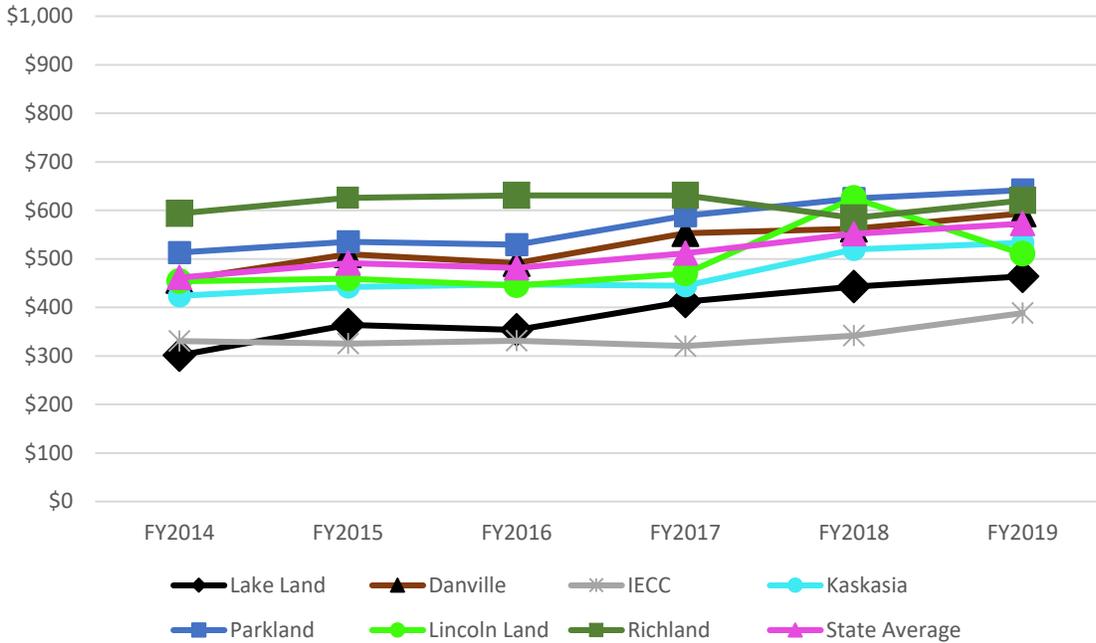
Lake Land College Goal: Achieve enrollment of 60% or more of college-bound recent high school graduates enrolling at Lake Land College.

Source: National Student Clearinghouse, Enrollment and Tableau reports.

Goal 3: Commit to Quality, Access, and Affordability

Outcome: Per Capita Cost per FTE

Per Capita Cost for Lake Land Compared to Other Colleges and State Average



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

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

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

Source: ICCB Financial Data and Lake Land College Annual Audit

Diversity * Equity * Inclusion
Data Points - Updated Fall 2021

Ethnicity

Based on Primary Ethnicity

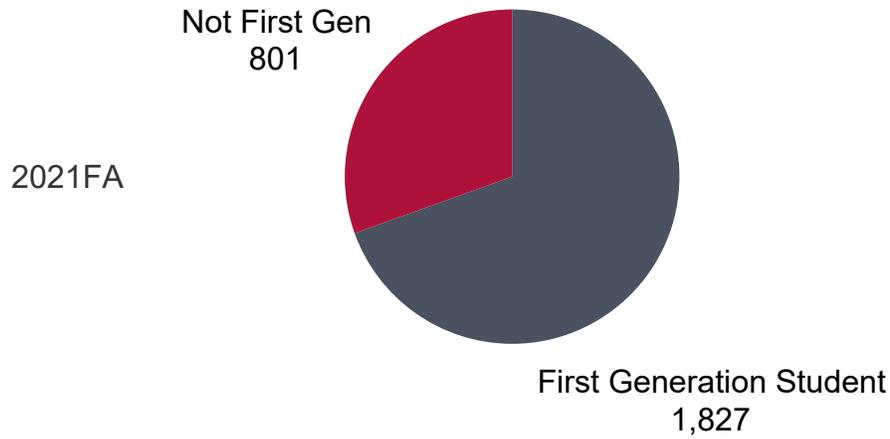
	2017FA	2018FA	2019FA	2020FA	2021FA
Asian	0.90%	0.99%	0.78%	1.04%	1.25%
Black	18.26%	18.43%	17.49%	4.39%	8.43%
Hispanic	6.02%	6.06%	6.56%	3.18%	4.82%
Indian	0.35%	0.39%	0.48%	0.38%	0.42%
Unknown	3.76%	6.41%	4.97%	7.80%	3.72%
White	70.70%	67.72%	69.73%	83.21%	81.37%

Ethnicity

Based on all Ethnic Provided

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

First Generation Students



Status

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

Ethnicity

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

Gender

	2021FA
Female	64.97%
Male	35.03%

Single Parents

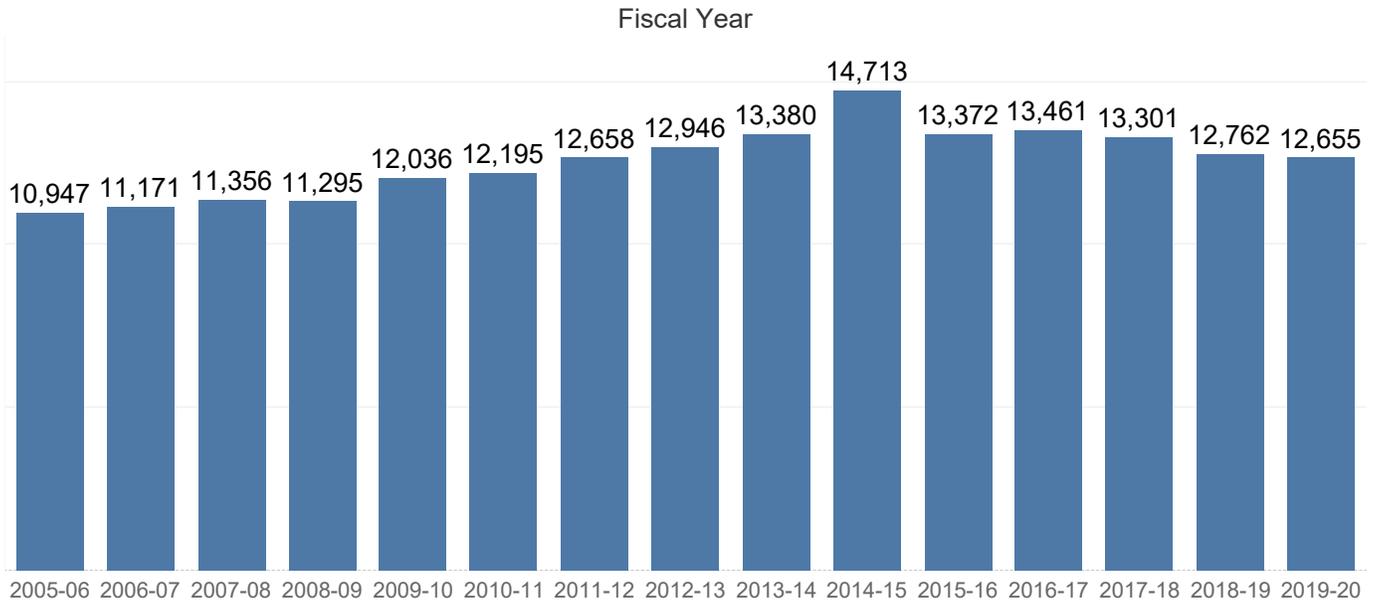
	2021FA
Identified Single Parents	211

Low Income

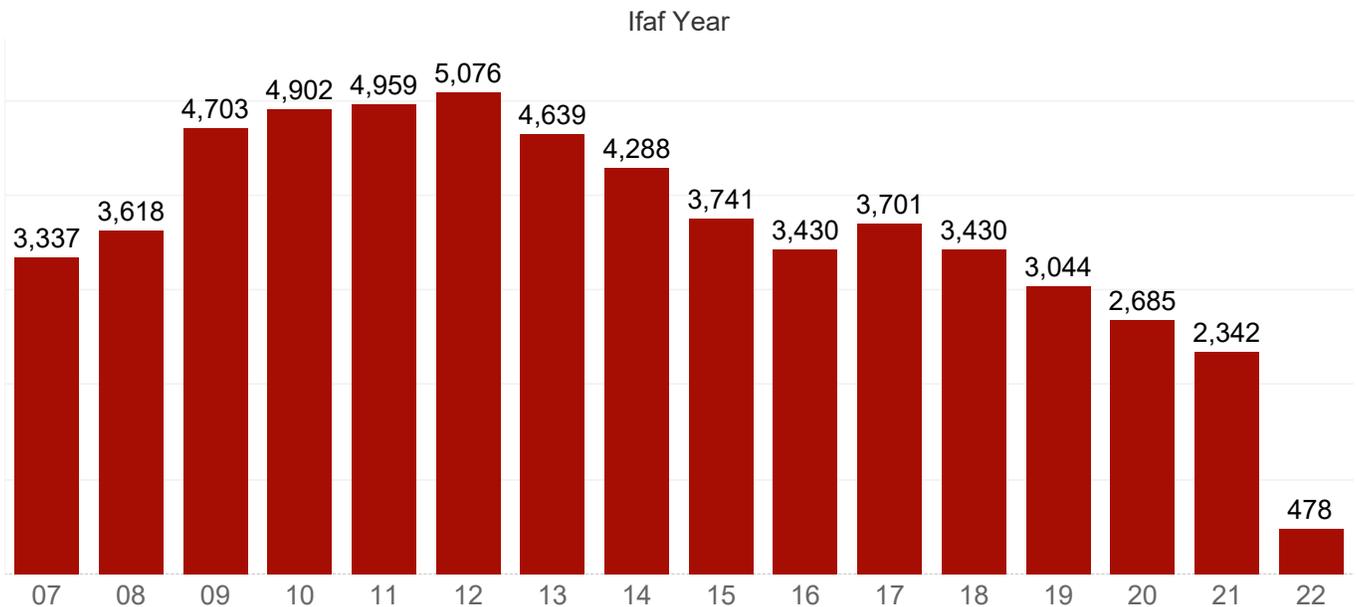
Low Income - PELL Eligible	843
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Number of Students in our In-District schools who come from a low income family.

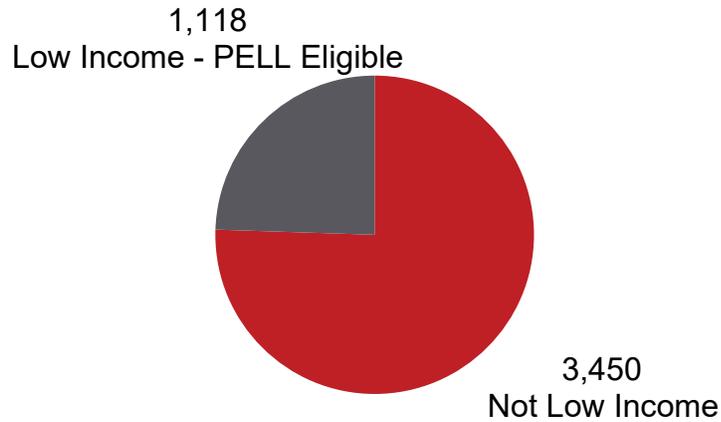
Information from ISBE Report Card



Lake Land Students - Low Income based on FAFSA Results



Low Income - 2021FA



Low Income By Degree Type

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

By Enroll Status

Continuing	666
New	234
New Transfer	44
Readmit	174

By Load

Full-Time	696
Part-Time	422

Ethnicity

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

Student with Accommodations

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

Gender

	2020FA
Female	76
Male	46
Grand Total	122

Ethnicity

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

By Program Type

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

Exhibit A

Lake Land College Strategic Planning Committee

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

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

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

Sponsor: Dr. Josh Bullock, President

Chair: Jean Anne Grunloh, Chief of Staff

Committee Assistant: Seirra Laughhunn, Executive Assistant, President's Office

Members:

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

Exhibit B

Guided Pathways for Success Frequently Asked Questions

Why is Lake Land College implementing Guided Pathways?

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

What is a guided pathway?

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

Do students have to participate in a Guided Pathway?

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

What are the advantages of Guided Pathways for the students?

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

What are the advantages of Guided Pathways for the faculty?

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

Exhibit B

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

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

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

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

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

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

How can Guided Pathways help part-time students?

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

Exhibit B

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

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

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

Will students lose their right to choose their own classes?

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

What is a “meta-major”?

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

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

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

Exhibit C

Data Analytics FAQs

What is data analytics?

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

Why is Lake Land College implementing data analytics?

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

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

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

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

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

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

Exhibit C

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

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

What is Data Integrity?

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

Why is Data Integrity important?

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

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

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

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

Exhibit C

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

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

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

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

Although the Director of Data Analytics and the Director of Institutional Research are two distinct positions, their collective duties will require a close working relationship, especially to respond to requests for data. Staff should submit requests to the following email address: data-requests@lakelandcollege.edu. This is delivered to both directors who will provide feedback as soon as possible.

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

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

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

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

Exhibit C

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

What analytical tool has been implemented?

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

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

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

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

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

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

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

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

Data Analytics & Institutional Research	
Lisa Cole	Director of Data Analytics
Lynn Breer	Director of Institutional Research and Reporting